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ABSTRACT

This document contains the appendixes to the final report of the Occupational Competence Access Project (OCAP), a study conducted to facilitate student access to (1) occupational opportunities through the provision of a guidance system incorporating student capabilities; (2) occupational opportunities through the provision of industrially validated exploratory programs in occupational preparation; and (3) occupational employment and training opportunities through the development of a comprehensive articulation between curriculum levels, curriculum areas, and the world of work. (CE 018 430 contains the final report.) The following materials are included in these appendixes: listings of OCAP's Career Information Center resources; a manual for developing or expanding a career information center; a report of OCAP's career interest inventory survey; descriptions of the student file system, instructional and guidance activities, the counselor's role, and staff development activities and courses; project goals and activities; a curriculum planning notebook; an excerpt from the community planning notebook; community resource listings; a needs assessment; project news releases; and a matrix displaying careers related to school subjects. (BM)

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Appendices
to
Final Report

Project No. 502A150002D
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July 1978

U.S. DEPARTMENT OF HEALTH,
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APPENDIX A

CIC Resource Listings

PROFESSIONAL RESOURCES

American Alliance for Health, Student Physical Education and Recreation. *Careers in Activity and Therapy Fields*. Washington, D.C.

American Association of School Administrators. *Sex Equality in Educational Administration*. Volume VII Arlington, Virginia, 1975.

American Association of School Administrators. *Sex Equality in School*. Arlington, Virginia, 1975.

Binder, Elaine and Elster, Shulamith. *Careers for Peers*. Washington, D.C.: Wider Opportunities for Women, 1975.

Bolles, Richard Nelson. *What Color is Your Parachute*. Berkeley, California.

Campbell, Roberta and Walz, Garry; Miller, Juliet and Kriger, Sara. *Career Guidance: A Handbook of Methods*. Columbus, Ohio: Charles F. Merrill Publishing Company, 1973.

Career Activities for. . .(Each Subject Area). Developed by the Education Cooperative, South Natick, Massachusetts.

Career Education and the Curriculum. Guidance Monograph Series. Boston, Massachusetts: Houghton Mifflin Company.

Career Exploration Kit. North Hollywood, California: Career Aids, 1977.

A Comprehensive Placement Model for the Senior High School. Indiana Vocational Technical College, Evansville, Indiana, 1971.

Counselor's Guide to Manpower Information. (U.S. Department of Labor, Bureau of Labor Statistics). Washington: Government Printing Office, 1968.

Dauw, Dean. *Up Your Career*. Prospect Heights, Illinois: Waveland Press, Inc.

Hollis, Joseph and Lucille. *Career and Life Planning*. Muncie, Indiana: Accelerated Development, Inc.

Hoyt, Kenneth B.; Evans, Rubert N.; Mackin, Edward F.; and Garth, C. *Career Education: What It Is and How to Do It*.

Hoyt, Kenneth B. *K-12 Classroom Teachers and Career Education: The Beautiful People*. (U.S. Department of Labor, Bureau of Labor Statistics). Washington: Government Printing Office, 1976.

Hoyt, Kenneth B. Relationships Between Career Education and Vocational Education. (U.S. Department of Labor, Bureau of Labor Statistics). Washington: Government Printing Office, 1976.

Hoyt, Kenneth B. Teachers and Career Education. (U.S. Department of Health, Education, and Welfare). Washington, D.C.: Office of Education.

Martin, Ann. The Theory/Practice of Communicating Educational and Vocational Information. Guidance Monograph Series. Boston: Houghton and Mifflin Company.

Ober, Keith and Kearns, Kathryn. Exploring Careers: A Teacher's Handbook. Cambridge, Massachusetts: Abt Associates, Inc., 1973.

OCAP/King Philip Regional High School. Career Education Planning Notebook.

Saltzman, Glenn. Career Education Program. Volume II, Grades 7-9. Boston, Massachusetts: Houghton and Mifflin Company.

Serious Games. Cambridge, Massachusetts: Abt Publishing Company.

U.S. Government Printing Office. Vocational State Instructional Materials. (Obtainable from the Superintendent of Documents). Washington, D.C.

Wysong, Eugene H. Career Education Program. Volume III, Grades 10-12. Boston, Massachusetts: Houghton and Mifflin Company.

STUDENT RESOURCES

Ashley, Roberta. 101 Summer Jobs. New York: Grosset and Dunlap, 1970.

Baggett, Harry. Exploring Data Processing Careers. Cincinnati, Ohio: Southwestern Publishing Company, 1975.

Barron's Guide to Two-Year Colleges. Barron's Educational Series, Inc., Woodbury, New York.

Biegeleisen, J. I. How to Go About Getting a Job with a Future. New York: Grosset and Dunlap Publishers, 1967.

Careers A Parker Brothers Division, Salem, Massachusetts: General Mills Fun Group, Inc., 1976.

Career Guidance Pacs. Institute for Career Research, Hanover, Massachusetts.

Careers in Activity on Therapy Fields. American Alliance for Health, Physical Education and Recreation, Washington, D.C., 1967.

Career Opportunity Boxes. Subject Related Career Information, Houghton and Mifflin, Inc., Boston, Massachusetts.

"Career World." Highwood, Illinois: Curriculum Innovations Company.

The College Handbook. Edited by Susan F. Watts, College Entrance Examination Board, New York, 1975.

Cornell, Richard. Exploring Dance Careers. Technical Education Research Centers, Inc., 1976.

Daniels, Lew C. The New Job. Oro Enterprises, Monterey Park, California.

Demmon, E. L. Opportunities in Forestry Careers. Vocational Guidance Manuals, Louisville, Kentucky.

Dubman, Sheila; Andrews, Ellen and Hansen, Mary L. Exploring Visual Arts and Craft Careers. Technical Education Research Centers, Inc., Cambridge, Massachusetts, 1976.

Eggland, Stephen A. Exploring Wholesaling and Retailing Careers. Cincinnati, Ohio: Southwestern Publishing Company, 1976.

Fanning, Odom. Opportunities in Environmental Careers. Vocational Guidance, Louisville, Kentucky.

Hansen, Mary. Exploring Writing Careers. Technical Educational Research Centers, Inc., 1976.

Hecht, Miriam and Traub, Lillian. Alternatives to College. New York: Macmillan Publishing Company, 1974.

Kushner, John A. and Keily, Helen F. How to Find and Apply for a Job. Cincinnati, Ohio: Southwestern Publishing Company, 1975.

Leith, Minerva. Summer Employment Directory of the United States. Cincinnati, Ohio: National Directory Service, 1975.

Lembeck, Ruth. Teenage Jobs. New York: Dell Publishing Company, Inc., 1971.

Lieberman, Leo. What Can I Be. New Rochelle, New York: Martin Bruce, Publishers, 1976.

Mine, Robert Scott. Opportunities in Travel Careers. Vocational Guidance, Louisville, Kentucky.

Mitchell, Joyce Slayton. I Can Be Anything. New York: College Entrance Examination Board, 1975.

The MIT Press. Yellow Pages of Learning. Cambridge, Massachusetts.

Mitter, Carolyn F. The Resume Workbook. Cranston, Rhode Island: The Carroll Press, 1970.

Occupational Forecast for the Greater Boston Area. First National Bank of Boston, 1975.

Pegrebin, Letty C. Getting Yours: How to Make the System Work for the Working Woman. Avon Books, New York, N.Y., 1975.

Popham, Estelle and Ettinger, Blanche. Opportunities in Office Occupations. Vocational Guidance, Kentucky.

Reel, Rita M. Exploring Secretarial Careers. Cincinnati, Ohio: Southwestern Publishing Company, 1975.

Reid, William K. Make a Living at Art. J. Weston Walch, Publisher.

Rettig, Jack L. Careers: Exploration and Decision. 1974.

Ristau, Robert A. Exploring Clerical Careers. Southwestern Publishing Company, 1974.

Ross, Pat, Editor. Young and Female. Vintage Sundial Books, Random House Press, New York, 1972.

Soholz, Nellie Tumlin; Prince, Judith Sosebee; and Miller, Gordon. How to Decide: A Guide for Women. College Entrance Examination Board, New Jersey.

Splaver, Sarah. Nontraditional College Routes to Careers. Julian Messner, New York, 1975.

"SRA" Occupational Exploration Kit." Science Research Associates, 259 East Erie Street, Chicago, Illinois 80611. Kit contains Occupational Scanner and Student Record Book, Cluster Area Booklets, 400 Occupation Briefs, Personal Skills and Values Booklets.

Stevenson, Gloria. Beginners Guide to Work. Ohio Bureau of Employment Services, Columbus, Ohio, 1975.

Stone, David. Viewing Your Career. Pendulum Press, Inc., West Haven, Connecticut, 1975.

Sweet, Donald H. The Job Hunter's Manual. Reading, Massachusetts: Addison Wesley Publishing Company, 1975.

U.S. Bureau of Labor Statistics, Washington, D.C. (Obtainable from the Superintendent of Documents). "Foreign Languages and Your Career." "Social Science and Your Career.." "English and Your Career." "Math and Your Career." "Science and Your Career." "Liberal Arts and Your Career." "Jobs for Which a High School Education is Generally Required." "Jobs for Which Apprenticeships are Available." "Jobs for Which a College Education is Usually Required."

U.S. Civil Service Commission, Washington, D.C. (Obtainable from the Superintendent of Documents): Women and Social Security. Working for the U.S.A. and Federal Careers Directory.

U.S. Department of Commerce: U.S. Industrial Outlook with Projections to 1980. Washington, D.C.: Author (Obtainable from the Superintendent of Documents).

U.S. Department of Health, Education and Welfare, Office of Education. Career Education: A Handbook for Implementation. Washington, D.C. Author (Obtainable from the Superintendent of Documents).

U.S. Department of Health, Education and Welfare, Washington, D.C. (Obtainable from the Superintendent of Documents). "The Pocket Guide to Babysitting." "Health Careers Guidebook."

U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook. Washington, D.C., 1974-1975, 1976-1977. (Obtainable from the Superintendent of Documents).

U.S. Department of Labor, Employment and Training Administration. Merchandising Your Job Talents. Washington, D.C. (Obtainable from the Superintendent of Documents).

U.S. Department of Printing. Exploring Occupations in the Natural Resources. Washington, D.C. (Obtainable from the Superintendent of Documents).

Vocational Biographies, Inc., Series H. Sauk Centre, Minnesota, 1977.

Films

"Better Choice, Better Chance." "Selecting a High School Program." Guidance Association, New York.

"Building Trade Workers." E. K. Gate, Jamaica, New York.

"Career Direction: High School as a Tryout." Guidance Association, New York.

"Careers and Life Styles." Guidance Association, New York.

"Discovery" Scholastics. Englewood Cliffs, New Jersey.

"Opportunities" Scholastics. Englewood Cliffs, New Jersey.

"Working for a Better Environment." Vocational Guidance Manuals, Louisville, Kentucky.

LYNN ENGLISH HIGH SCHOOL

CAREER INFORMATION CENTER

NOTES FROM THE CIC

The following is a list of filmstrips and accompanying cassettes that I have purchased. As you will note, I have placed subject areas that the filmstrips relate to next to the titles. Please feel free to borrow these materials for classroom use at any time.

"Consumer Credit and Money Management" - Math, Accounting Business

"Discovery" - 8 filmstrips and cassettes plus self awareness materials - All subject areas

"Driving as a Career" - English, Social Studies

"Job Family Series" - 10 cassettes - All subject areas

"Money Management" - Math, Accounting, Business

"Newsweek Multi-Media Kit" - Social Studies, Sociology, English

"Nursing as a Career" - Health, Biology

"Paraprofessionals" - Sociology, Psychology, Health, Biology, English, Social Studies

"The Social Service Aide" - Sociology, Psychology, Health, Biology, English, Social Studies

"Sex Fairness in Career Guidance" - All subject areas

"The Repair Trades" - English, Math

"The Work Ethic" (in English and Spanish) Foreign Languages, Social Studies, English, Sociology

The State Dept. of Education has a number of films that we may borrow. Some of these are:

"Is a Career in the Health Field for You?"
"Is a Career in Management for You?"
"Is a Career in the Hotel or Motel Business for You?"
"Is a Career in Radio or T.V. for You?"
"Is a Sales Career for You?"
"Is a Career in Finance, Insurance or Real Estate for You?"
"Is a Career in Government for You?"
"Is a Career in the Professions for You?"

ocap

APPENDIX B

CIC Manual

Occupational Competence Access Project

THE CAREER INFORMATION CENTER:

What It Is and How To Do It

The material in this publication was prepared pursuant to Grant # G310-75-0010 with the United States Office of Education Department of Health, Education and Welfare. Points of view or opinions do not necessarily represent USOE policies or positions.

This project is being conducted in compliance with the following civil rights regulations:

"No person in the United States shall on the ground of race, color, or national origin, be excluded from participation or be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

THE CAREER INFORMATION CENTER:

What It Is and How To Do It

CAREER INFORMATION CENTER

Prepared By:

Diane Hayes

and

Monica Sullivan
August, 1976

Occupational Competence
Access Project (OCAP)

UNIT I

Minimum Requirements of a Career Information Center

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I. Minimum Requirements of a Career Information Center — 1

II. Suggestions for an Expanded Career Information Center — 8

III. Career Information Center Activities/Evaluation Forms — 20

IV. Free and Inexpensive Resources — 59

INTRODUCTION

The Occupational Competence Access Project (OCAP) is a federally funded exemplary program. The purpose of this program is to set up model career education systems in two Massachusetts high schools -- King Philip Regional High School, Wrentham and Lynn English High School, Lynn.

PURPOSE

One major aspect of our project entails replicating a usable Career Information Center (CIC). This booklet will be useful for people who are interested in setting up a low-cost information center, and for people who have unlimited funds who would like to establish an expanded center.

Another aspect is to provide an up-to-date resource listing for free and inexpensive career materials.

UNIT DESCRIPTIONS

I. Minimum requirements for a Career Information Center (CIC).

In this unit you will find suggestions and ideas for organizing a minimum Career Information Center based on personal experiences. The major components of this unit are: the idea, the development, the staffing, space, furnishings, and equipment necessary for the establishment of a minimum career information center.

II. Maximum requirements for a career facility.

This unit will contain the same components as described in the aforementioned unit. We have listed suggestions and ideas for resources that would be found in an expanded CIC.

III. Activities.

We feel that a Career Information Center should not be a mere physical space containing written and audio visual career information. Rather, it should be a place where activities are provided to foster personal and vocational growth. Therefore, we list in this unit activities that can take place in a career information center.

V. Resources.

The last unit contains a listing of resources that offer free and inexpensive career materials.

The Career Resource Center
Statement of Possible Functions

The Idea:

1. Provide occupationally related information to students, counselors and teachers.

2. Work with and implement ideas of a vocational guidance committee. This Committee would establish a student advisory committee to develop and evaluate programs.

3. The Career Information Center would be under the supervision of the Guidance Department and Career Information Center aide.

The Development:

1. Together with counseling center director, review the existing information service.

2. Define the involvement of individuals and institutions in the community that are currently involved in disseminating occupational and educational information to students.

3. Establish the Career Information Center objectives, budget requirements, and space that will be needed.

4. Discuss the location of the Career Information Center with the appropriate administrators. Choose a location that is in the established student traffic pattern - most preferably in the guidance office.

5. All existing career information should be located in the new facility. Encourage all individuals to contribute their materials to this new location.

6. Operating procedures should be established for the center.

    a. Staffing
    b. Budget
    c. Student use policies
    d. Activities
    e. Hours of operation
    f. Public relations

Services:

1. A circulating collection of written occupational information.

2. Development of follow-up information.

3. Interest testing center.

4. Center for distribution of free occupational information materials.

5. Career consultation with guidance counselors.

Space:

1. At least one office room to accommodate the personnel, career resources, and office furnishings listed below.

Personnel:

1. A full-time aide.

   Duties include:

   1. Cataloging and organizing existing career information -- a time-consuming clerical task.

   2. Seeking out, compiling lists for and ordering free and low-cost career information.

   3. Physically setting up the Career Information Center, including filed information, posters, tables, etc.

   4. Working with students directly (either referrals or "walk-ins"), to help them use the Career Information Center to explore careers; part of the aide's function would be to help train students at the high school to serve as Career Information Center "aides".

   5. Publicize program activities.

Furnishing:

1. One or two bookcases for:

   Reference books
   Professional books
   Occupational information books and pamphlet boxes

2. One desk with chair for aide.

3. File cabinets for unbound verticle files of:

    Occupational information leaflets
    Commercial Catalogs, publishers of Occupational materials and tests.
    Student Files

4. Library table and six chairs.

5. Good magazine rack for display.

Equipment:

1. Typewriter

2. Manila folders

    Adhesive labels for classification

    a. We suggest using the Wilma Bennett filing system, entitled Occupations Filing Plan and Bibliography. Danville, Illinois: Interstate Printers and Publishers, 1968 revision.

3. Usual desk equipment

4. Telephone

5. Card files and 3 x 5 cards

6. School stationery with letterhead

7. Mimeograph paper

8. Pamphlet boxes

9. Tests and interest surveys

10. Bulletin board

11. Princeton files

12. Filmstrips. More flexible to use than films and less expensive. Filmstrips are a pleasant addition in a Career Center, but not a necessity.

13. Tapes. Occupational tapes are available, but quality of tapes should always be tested before investing; many are very poor. Advise against tapes for minimal operation.

Tests:

Decide what you want to measure: interest, or self-awareness. Suggest an adapted inventory of John Holland's basic personality theory. See Career Match in the activities unit of this manual.

Budget:

To start CIC, set priorities and obtain budget approval. Should plan to develop center over several years and budget accordingly. Funds must be budgeted for career materials on a regular, yearly basis. A reasonable (survival) maintenance budget, apart from salaries, is about $500.00.

STUDENT RESOURCES FOR THE CIC

American Alliance For Health, Physical Education and Recreation. Careers In Activity and Therapy Fields. Washington, D.C. $1.25

Ashley, Roberta. 101 Summer Jobs. New York: Grossett and Dunlap, 1970 FREE

Baggett, Harry. Exploring Data Processing Careers. Cincinnati, Ohio: Southwestern Publishing Co., 1975. FREE

"Career World" magazine. Curriculum Innovations Co., Highwood, Ill. (School year subscription) $7.00

Daniels, Lew C., The New Job. Monterey Park, California: Oob Enterprises, 1974. FREE

Eggland, Stephen A., Exploring (free magazine) Wholesaling and Retailing Careers. Cincinnati, Ohio: Southwestern Publishing Co., 1976. FREE

Kay, Evelyn R. Directory of Post-Secondary Schools with Occupational Programs. Washington, D. C.: National Center For Education Statistics, 1975. $5.80

Kushner, John A. and Keily, Helen F. How To Find and Apply For A Job. Cincinnati, Ohio: Southwestern Publishing Co., 1975. FREE

Leith, Minerva. Summer Employment Directory of the United States National Directory Service, 1975. $6.95

SRA Occupational Exploration Kit: Science Research Assoc., 259 East Erie St., Chicago, Ill. 80611. Kit contains: Occupational Scanner and Student record Book, cluster area booklets, 400 occupations briefs, personal skills and values booklets. A must for any center. $140.00

Bureau of Labor Statistics, Washington, D.C. (obtainable from the Superintendent of documents):
"Foreign Languages and Your Career"
"Social Science and Your Career"
"English and Your Career"
"Science and Your Career"
"Liberal Arts and Your Career"
"Jobs For Which a High School Education is Preferred, but not Essential"
"Education is Generally Required"
"Jobs For Which Apprenticeships are Available"
"Jobs For Which a College Education Is Usually Required"

U. S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook. Washington, D.C.: Author, 1974-75, 1975-76 (Obtainable from Superintendent of Documents) $6.00

U.S. Department of Labor, Employment and Training Administration, Merchandising Your Job Talents. Washington, D.C. (obtainable from the Superintendent of Documents) $ .50

Terkel, Studs. Working. New York, New York: Avon Books, 1974.

PROFESSIONAL RESOURCES

Binder, Elaine and Elster, Shulamith. Careers For Peers. Washington, D.C.: Wider Opportunities For Women, 1649 K St., N.W., 1975. $10.00

Bolles, Richard Nelson. What Color Is Your Parachute? Berkeley, California: Ten Speed Press, 1975. $5.40

Bower, Eli M. Teachers Talk About Their Feelings. Rockville, Maryland: National Institute of Mental Health, 1975. $ .45

Campbell, Roberta, Walz, Garry, Miller, Juliet and Kriger, Sara. Career Guidance: A Handbook of Methods. Columbus, Ohio: Charles F. Merrill Publishing Co., 1973. $6.00

House, Elaine and Katzell, Mildred E., ed. Facilitating Career Development For Girls and Women. National Vocational Guidance Association, Washington, D.C.: Divison of American Personnel and Guidance Association, 1607 New Hampshire Avenue., Washington, D.C., 1975. (free for APGA members).

Hoyt, Kenneth B., Evans, Rupert N., Mackin, Edward F. and Manguin, Garth T. Career Education: What It Is and How To Do It. Salt Lake City, Utah: Olympus Publishing Co., 1974. $4.95

Isaacson, Lee F. Career Information In Counseling and Teaching. Boston: Allyn and Bacon, Inc., 1973. $11.95

Mangum, Garth T., Ed. *Career Education In The Academic Classroom*. Salt Lake City, Utah: Olympus Publishing Co., 1975.

Martin, Ann. *The Theory/Practice of Communicating Educational and Vocational Information*. Boston: Houghton Mifflin, 1970. $2.00

Matthews, Esther, Feingold, S. Norman, Weary, Bettina, Berry, Jane and Tyler, Leona. *Counseling Girls and Women Over the Life Span*. Washington, D.C.: National Vocational Guidance Assoc., a division of the American Personnel and Guidance Association., 1607 New Hampshire Ave., N.W., 1974. (free for APGA members).

Miller, Juliet and Leonard George F. *Career Guidance Practices For Disadvantaged Youth*. Washington, D.C.: National Vocational Guidance Association, A division of American Personnel and Guidance Assocation, 1607 New Hampshire Ave., N.W., 1974. (free for APGA members).

Sexism in Education. Minneapolis, Minnesota. Emma Willard Task Force on Education, 1971. $4.00

U.S. Department of Labor, Employment Standards Administration. *Selected Sources of Career Information*. Washington, D.C. (obtainable from the Women's Bureau, United States Department of Labor, Washington, D.C. 20210). FREE

Zytowski, Kenneth. *Psychological Influences on Vocational Development*. Boston: Houghton Mifflin Co., 1970. $2.00

UNIT II

Suggestions for an Expanded Career Information Center
(includes all Minimum Requirements)

FOREWORD

Conceptual description of, as well as operational approaches to, career education and occupational competence involve significantly more than direct instructional activities. In addition to occupationally-oriented classroom experiences, students must receive up-to-date information which supports and increases the career awareness, exploration, and skill development phases. Outside the classroom, supplemental materials and equipment must be available in order to expose students further to the world of work. These counseling and guidance functions can be offered and carried out effectively through the operation of a Career Information Center.

This manual has been developed through our direct involvement with two Massachusetts High Schools, as part of a federally funded demonstration project called OCAP (Occupational Competence Access Project).

This manual has been designed to convey, in documented form, the informational essence of Career Information Centers - their functions, operation, and suggested content. This document has been produced primarily as a resource to educators interested in establishing a center to house informative job and career materials for students.

Through the availability of manuals and workshops such as this, we seek to assist schools and school systems in the development of career education programs.

John O. Post, Jr., Ed.D.
Program Director
Project CAREER

The Career Resource Center
Statement of Possible Functions

The Idea:

1. Provide occupationally related information to students, counselors and teachers.

2. Work with and implement ideas of a vocational guidance committee. This Committee would establish a Student Advisory Committee to develop and evaluate programs.

3. The Career Information Center would be under the supervision of the Guidance Department and Career Information Center aide.

The Development:

1. Together with counseling center director, review the existing information service.

2. Define the involvement of individuals and institutions in the community that are currently involved in disseminating occupational and educational information to students.

3. Establish the Career Information Center objectives, budget requirements, and space that will be needed.

4. Discuss the location of the Career Information Center with the appropriate administrators. Choose a location that is in the established student traffic pattern - most preferably in the guidance office.

5. All existing career information should be located in the new facility. Encourage all individuals to contribute their materials to this new location.

6. Operating procedures should be established for the center.

    a. Staffing
    b. Budget
    c. Student use policies
    d. Activities
    e. Hours of operation
    f. Public relations

Services:

1. A circulating collection of written occupational information.

2. An audio-visual collection of occupational materials including sound strip films, tapes, and records.

3. Jobs-for-Youth Placement Center. Liaison with local employers.

4. Development of follow-up information.

5. Interest testing center.

6. Center for distribution of free occupational information materials.

7. Career consultation with guidance counselors.

SUGGESTIONS FOR AN EXPANDED CAREER INFORMATION CENTER

Space:

1. At least one large office room to accommodate the personnel, career resources, and office furnishings listed below.

Personnel:

1. One full-time professional staff person with both counseling and administrative skills.

2. A secretary, at least one-half time, or a paraprofessional.

Requirements -- Career Information Specialist

1. Certification as a guidance counselor.

2. Experience in school counseling.

3. Familiarity with community resources.

Job Duties -- Career Information Specialist

1. Gather occupational information.

    a. Printed material.
    b. Sound filmstrips.
    c. Films
    d. Audio tapes - both commercial and locally produced
    e. Video tapes - both commercial and locally produced
    f. Resource people.
    g. Field trips.

2. Disseminate occupational information.

3. Evaluate occupational information.

4. Serve as a human resource to students, teachers, counselors, and parents on career-related matters.

5. Work closely with counselors to assist them in providing career information either directly to counselors or to their counselees (on a referral basis).

6. Work closely with teachers to: (a) provide them with career information that relates to their subject area, (b) serve as a referral if teachers wish to send students to the Career Information Center to explore a particular career, and (c) to help teachers develop their own mini-career resource centers in their own classrooms (e.g. science-related careers).

7. Work with students directly (either referrals or "walk-ins"), to help them use the Career Information Center to explore careers; part of the aide's function would be to help train students at high school to serve as CIC "aides".

8. Develop the Career Information Center into more than a mere repository of written information. This might include such services as setting up a speakers bureau, accumulating and communicating information on interviewing, local job openings, resume-writing, etc.

Job Duties -- Career Information Aide

1. Cataloging and organizing existing career information -- a time-consuming clerical task.

2. Seeking out, compiling lists for and ordering free and low-cost career information.

3. Physically setting up the Career Information Center, including filed information, posters, tables, etc.

4. Working with students directly (either referrals or "walk-ins), to help them use the Career Information Center to explore careers; part of the aide's function would be to help train students at the high school to serve as Career Information Center "aides".

5. Publicize program activities.

Furnishing:

1. Book shelves as necessary for:

   Films and cassettes
   Reference books
   Professional books
   Occupational information books and pamphlet boxes
   Computer console

2. Two desks with chairs for professional and secretary.

3. Four study carrels.

4. File cabinets for unbound verticle files of:

   Occupational information leaflets
   Commercial catalogs, publishers of Occupational materials and tests.
   Student files.
   Activity files.

5. Two library tables and twelve chairs.

6. Small conference table to accommodate two.

7. Two good magazine racks for display.

8. Mobile hanging file cabinet for taking pamphlets around school.

Equipment:

1. Typewriter

2. Oxford hanging files

3. Manila folders

4. Copying machine.

5. Adhesive labels for classification

   We suggest using the Wilma Bennett filing system entitled Occupational Filing Plan and Bibliography. Danville, Illinois: Interstate Printers and Publishers, 1968 revision.

6. Usual desk equipment

7. Telephone

8. Card files and 3 x 5 cards

9. School stationery with letterhead

10. Mimeograph paper

11. Pamphlet boxes

12. Tests and interest surveys

13. Two bulletin boards

Hardware:

1. Cassette recorders (3)

2. Headsets (3)

3. Filmstrips viewers (3)

4. Blank cassettes (25)

5. Princeton Files

Optional Information Resources

1. Filmstrips. More flexible to use than films and less expensive. They have only limited attraction for most students. Filmstrips are a pleasant addition in a Career Center.

2. Tapes. Occupational tapes are available, but quality of tapes should always be tested before investing. Tapes and filmstrips are a must in a school system where the average reading level is low.

TEST

Decide what you want to measure: interest, or self-awareness. Suggest an adapted inventory of John Holland's basic personality theory. See Career Match in the activities unit.

BUDGET

To start Career Center, set priorities and obtain a budget. Should plan to develop center over several years and budget accordingly. Funds must be budgeted for career materials on a regular, yearly basis.

STUDENT RESOURCES

American Alliance For Health, Physical Education and Recreation. Careers In Activity and Therapy Fields. Washington, D.C.	$1.25
Ashley, Roberta. 101 Summer Jobs. New York: Grossett and Dunlap, 1970	FREE
Baggett, Harry. Exploring Data Processing Careers. Cincinnati, Ohio: Southwestern Publishing Co., 1975.	FREE
"Career World" magazine. Curriculum Innovations Co., Highwood, Ill. (School year subscription)	$8.00
Daniels, Lew C., The New Job. Monterey Park, California: Oob Enterprises, 1974.	$4.25
Eggland, Stephen A., Exploring (free magazine) Wholesaling and Retailing Careers. Cincinnati, Ohio: Southwestern Publishing Co., 1976.	FREE
Kay, Evelyn R. Directory of Post-Secondary Schools with Occupational Programs. Washington, D. C.: National Center For Education Statistics, 1975.	$5.80
Kushner, John A. and Keily, Helen F. How To Find and Apply For A Job. Cincinnati, Ohio: Southwestern Publishing Co., 1975.	FREE
Leith, Minerva. Summer Employment Directory of the United States National Directory Service, 1975.	$6.95
Lembeck, Ruth. Teenage Jobs. New York: Dell Publishing Co., Inc. 1971	$ .95
Mitchell, Joyce Slayton. I Can Be Anything. New York: College Entrance Examination Board, 1975.	$5.00
Mitter, Carolyn F. The Resume Workbook. Cranston, Rhode Island: The Carroll Press, 1970.	$3.25
Occupational Forecast For The Greater Boston Area. First National Bank of Boston, 1975.	FREE
Project CAREER, Career Guidance Pacs. Wellesley Hills, Mass., 02181 Massachusetts Center for Occupational Education, 1975.	$3.00 each
Reel, Rita M. Exploring Secretarial Careers. Cincinnati, Ohio: Southwestern Publishing Co., 1975.	FREE

Rettig, Jack L. Careers: Exploration and Decision, 1974. FREE

Ristall, Robert A. Exploring Clerical Careers. Southwestern Publishing Co., 1974. FREE

"SRA Occupational Exploration Kit". Science Research Associates, 259 East Erie St., Chicago, Ill. 80611 $140.00
Kit contains: Occupational Scanner and student record book, cluster area booklets, 400 occupational briefs, personal skills and values booklets - A must for any center.

Sweet, Donald H. The Job Hunter's Manual, Reading, Mass.: Addison-Wesley Publishing Co., 1975. FREE

U. S. Department of Commerce. U.S. Industrial Outlook with Projections to 1980. Washington, D.C.: Author (obtainable from the Superintendent of Documents). FREE

U. S. Department of Health, Education and Welfare, Office of Education. Career Education - A Handbook For Implementation. Washington, D. C.: Author, 1976 (obtainable from the Superintendent of Documents)
The Pocket Guide To Babysitting $1.20
Health Careers Guidebook $2.25

U. S. Civil Service Commission, Washington, D.C. (obtainable from the Superintendent of Documents): Women and Social Security $ .75
Working For The U.S.A. $ .55
Federal Career Directory $2.50

Bureau of Labor Statistics, Washington, D.C. (obtainable from the Superintendent of documents):

"Foreign Languages and Your Career"
"Social Science and Your Career"
"English and Your Career"
"Science and Your Career"
"Liberal Arts and Your Career"
"Jobs For Which a High School Education is Preferred, but not Essential"
"Education is Generally Required"
"Jobs For Which Apprenticeships are Available"
"Jobs For Which a College Education Is Usually Required"

U. S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook. Washington, D.C.: Author, 1974-75, 1975-76 (Obtainable from Superintendent of Documents) $6.00

U.S. Department of Labor, Employment and Training Administration, Merchandising Your Job Talents. Washington, D.C. (obtainable from the Superintendent of Documents) $ .50

Terkel, Studs. Working. New York, New York: Avon Books, 1974. $2.95

PROFESSIONAL RESOURCES

Binder, Elaine and Elster, Shulamith. Careers For Peers. Washington, D.C.: Wider Opportunities For Women, 1649 K St., N.W., 1975. $10.00

Bolles, Richard Nelson. What Color Is Your Parachute? Berkeley, California: Ten Speed Press, 1975. $5.40

Bower, Eli M. Teachers Talk About Their Feelings. Rockville, Maryland: National Institute of Mental Health, 1975. $ .45

Campbell, Roberta, Walz, Garry, Miller, Juliet and Kriger, Sara. Career Guidance: A Handbook of Methods. Columbus, Ohio: Charles F. Merrill Publishing Co., 1973. $6.00

House, Elaine and Katzell, Mildred E., ed. Facilitating Career Development For Girls and Women. National Vocational Guidance Association, Washington, D.C.: Divison of American Personnel and Guidance Association, 1607 New Hampshire Avenue., Washington, D.C., 1975. $2.95

Hoyt, Kenneth B., Evans, Rupert N., Mackin, Edward F. and Mangin, Garth T. Career Education: What It Is and How To Do It. Salt Lake City, Utah: Olympus Publishing Co., 1974. $4.95

Isaacson, Lee F. Career Information In Counseling and Teaching. Boston: Allyn and Bacon, Inc., 1973. $11.95

Mangum, Garth T., Ed. Career Education In The Academic Classroom. Salt Lake City, Utah: Olympus Publishing Co., 1975.

Martin, Ann. The Theory/Practice of Communicating Educational and Vocational Information. Boston: Houghton Mifflin, 1970. $2.00

Matthews, Esther, Feingold, S. Norman, Weary, Bettina, Berry, Jane and Tyler, Leona. Counseling Girls and Women Over the Life Span. Washington, D.C.: National Vocational Guidance Assoc., a division of the American Personnel and Guidance Association., 1607 New Hampshire Ave., N.W., 1974. $2.95

Miller, Juliet and Leonard George F. Career Guidance Practices For Disadvantaged Youth. Washington, D.C.: National Vocational Guidance Association, A division of American Personnel and Guidance Assocation, 1607 New Hampshire Ave., N.W., 1974. $2.95

Sexism in Education. Minneapolis, Minnesota. Emma Willard Task Force on Education, 1971. $4.00

U.S. Department of Labor, Employment Standards Administration. Selected Sources of Career Information. Washington, D.C. (obtainable from the Women's Bureau, United States Department of Labor, Washington, D.C. 20210). FREE

Zytowski, Kenneth. Psychological Influences on Vocational Development. Boston: Houghton Mifflin Co., 1970. $2.00

POST SECONDARY SCHOOL RESOURCES

Barron's Profiles of American Colleges
Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, N. Y. 11797

Barron's Guide to Two Year College, same as above.

Lovejoy's College Guide
Simon & Schuster
Rockefeller Center
630 Fifth Avenue
New York, N. Y. 10020

Lovejoy's Guide to Career and Vocational Guide, same as above

Educational Opportunities of Greater Boston for Adults
Dunster Street
Cambridge, MA. 02139

AUDIO-VISUALS

Livelyhoods - Careers For Your Lifestyle
Houghton-Mifflin Co.
One Beacon Street
Boston, Mass.
People on the job describe what their jobs entail - filmstrips and cassettes

Discovery
Scholastic Book Services
904 Sylvan Ave.
Englewood Cliffs, New Jersey 07632
This set contains job descriptions for the 15 cluster areas. Real workers describe their job attitudes, job requirements and the educational requirements needed in order to start in that field.

Opportunities
Scholastic Book Services
904 Sylvan Ave.
Englewood Cliffs, New Jersey 07632

Job descriptions and participator tapes.

CAREERGAMES

Name of game: Career games Grades: 7-12

Publisher: Educational Progress Corp.
Author: E. N. Chapman
Description: To increase the readiness of students to accept realistic guidance based upon their interest, aptitudes, talents, values, and educational capabilities. Can be used with individuals or classes.

Name of game: Career & Consumer Education. Grades: 7-12

Publisher: Noble & Noble Publishers, Inc.
1 Dag Hammarskjold Plaza
New York, N.Y. 10017

Authors: Laurence W. Aronstein, Diane Gess, Sara Freeman.
Description: This program provides students with task-oriented activities that may be used for individual or class learning. The program also uses group role-playing, games, and class or large group simulations.

UNIT III

CAREER INFORMATION CENTER ACTIVITIES

STUDENT ACTIVITIES

1. Orientation to the Career Information Center.
2. "Career Match" (See Page 41)
3. "Careers and Me" Series (See Page 23)
4. Individual Student Career Exploration.
5. Occupational films (groups and individuals).
6. Role playing.
7. Career club.
8. Career of the week (films, bulletin board display and free resources).
9. Cluster of the month (films, bulletin board display, free resources and speakers).
10. Preparation of special occupational exhibits for departments in the school.
11. Panel for girls.
12. Career games.

ACTIVITIES INVOLVING COMMUNITY SERVICES

15. Guest speakers: Refer to Careers and Me Resources #4.

    Guest speaker: Before, During and After. Also, Careers and Me Resources #5 "Sample Questions for a Guest Speaker (See Page 51)

16. Community survey

    a. Community Advisory Board
    b. Form (see Page

17. Shadow experiences.

18. Field trips.

19. Two and four-year college representatives.

20. Civil Service representative.

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Project CAREER
February 1976

"Careers and Me" Series
Resources #2

EXERCISES FOR COUNSELORS AND TEACHERS TO HELP STUDENTS DEVELOP "SELF AWARENESS"

This sheet is to be used with the "self" student sheets of the "Careers and Me" series.

The objective of the "self" exercises is for the student to have a clear understanding of his/her talents, interests and values -- an integrated picture of the self and a grasp of how this "self" might relate to career planning.

Listed below are several exercises that counselors and teachers might use to help students develop better self awareness. These activities can take the form of written exercises, open discussion or both.

For best results, the exercises should be used prior to using the Student Sheets.

Sample student exercises to help identify talents, interests and values:

1) What subjects do you find most interesting in school? Why?

2) What paid or volunteer jobs have you had? What did you like/dislike about each? What verbs could you use to describe the work you did?

3) In what extra-curricular activities are you involved? What do you enjoy most about these activities?

4) What hobbies do you have? What skills are you using in them? How else could you use these skills?

5) What kind of life would you like to live as an adult? Describe in detail?

6) What would you like to be doing in 5 years? In 10 years?

7) Describe your "ideal job". What is it about this job that appeals to you?

8) Do you have any secret ambitious? Fantasies about your future? Describe them in detail and see if maybe they could be realistic goals.

9) Pick out 5 (or more) things you have done in your life which you consider your most important accomplishments. These are things you a) did very well, b) enjoyed doing and c) were very proud of. Write about each, telling what you did in detail, how you did it, and why it gave you satisfaction.

10) Before I die I want to ______________________________ or, I want my epitaph to read as follows:

11) Write the autobiography of your life. Go back and try to see what things you like doing and do well. What things are most important to you?

12) Take the values as listed in student sheet #2 and have students write these values on a set of 3 x 5 index cards (or pieces of paper).

Have the class break up into groups of 4. In each group the students will, one at a time, put aside the value cards that are not important to them, explaining to the others why they are not. The goal is for each student to finish with his/her top five value cards, arranged in order of priority. Encourage the students to explain "why" for their rankings.

13) Encourage students (using student sheet #5 - "Summary") to try different ways of presenting himself/herself. Some may draw or visually represent the self. Others may write it in a more creative way (a poem, etc) still others may wish to make an oral presentation of "self" (a "This is Your Life" skit, a song, etc). Try to let students express their unique selves in ways that suit them.

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"Careers and Me"
Series
Resources #3

EXERCISES FOR COUNSELORS AND TEACHERS TO HELP STUDENTS EXPLORE CAREERS

This sheet should be used after the sheets on "self". Before students explore careers, it is very important that they have a clear picture of their skills, talents, interests and values.

This sheet may be used in conjunction with the student sheets on "exploring".

Listed below are several activities which a counselor or teacher might use to assist students explore careers. It is most important that the student: (1) learn the process of exploring and (2) learn to expand his/her options by matching careers to identified talents and interests.

Sample activities for exploring careers:

1. Have students use the Occupational Outlook Handbook; ask them to look up their first three tentative career choices and summarize the information found.

2. Have the class do research papers on specific careers; use materials in the Career Information Center; interview job-holders; use newspaper and magazine articles.

3. Pick certain career areas and have students clip the Sunday Classified section for all jobs in that field; discuss these job fields in class (requirements, future, earnings, hours); use this exercise as a basis to invite in an outside speaker.

4. Ask students to search the Sunday Help Wanted section for their "ideal job" and bring it to class, mix up the job descriptions, then ask students to try to guess who picked each one.

5. Name for the class a specific skill; (e.g. writing ability); have the class discuss as many jobs as possible that use that skill; do the same with other skills emphasizing that each of their own skills can be used in many occupations; have them discuss their own skills in this manner; re-emphasize how jobs can be clustered by skill areas.

6. Identify the three or four major career interests of your class; plan a speakers program with your class; discuss the occupation before the speaker visits; as a class, make up a list of questions for the speaker and send him/her a copy; when the speaker comes, use the questions as an agenda; after the visit, evaluate both the speaker and the occupation; write a thank you note.

7. Ask the students to describe what things they want from a job (salary, benefits, future, skills used, etc.) and ask them to set up an individual rank-order list; have them now re-examine their top three career choices using this checklist.

8. Ask the students to describe what things they feel jobs demand of them (training, experience, hours, dress, behavior, etc.); discuss the difference between these requirements and #7 above; have the students review once again their top three choices using this checklist.

9. Have students break into smaller groups by preferred occupational area; ask them to describe their occupational choice in the year 1985; how must they adapt to this change between now and then? Have them read the Occupational Outlook Handbook to further explore future changes in their occupational areas.

10. As a teacher or counselor, build up a file of community resource people, cataloging them by career field; you may want to have the students help expand this list.

11. Have students develop strategies (including lists of questions) to conduct on-site interviews with workers in their career fields; emphasize learning exactly what skills the worker needs for success in his job; class discussions can follow each interview; students could also tape interviews with workers.

12. Assign a group of students to a bulletin board display project; let them pick a career area and encourage their creativity (photos, newspaper clippings, brochures, etc.).

13. How many jobs are there in this school? Give the students a set period of time (30 minutes/a day) to explore all non-teaching jobs in the school; have them get signatures and brief job descriptions for each worker; class discussion should emphasize how we too often overlook jobs right "under our noses".

14. Have students list the subjects they are taking at the present time; for each subject, have them list skills they are acquiring; finally, in what career fields are they gaining skills in each of their school courses?

15. Have the students analyze the national and local job market in their top three career fields; the Occupational Outlook Handbook can be used for national information; for local information, encourage their creativity (Chamber of Commerce, D.E.S., local workers, etc.); discuss how this information might affect their future decisions.

16. Have the student review their "self" sheets; now, with increased information on both "self" and "careers", have them re-evaluate their career choices; emphasize the importance of choosing a career that matches the kind of person you are.

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"Careers and Me" Series
Resource #6

COUNSELOR ROLE(S) IN STUDENT CAREER DEVELOPMENT

Following is a working list of school counselor roles in a career education program, roles which require that the counselor serve as leader and change agent in the school setting.

The roles are described from the perspective of student need, with the exception of (E), which is a school need.

A. Students need to develop positive, realistic awareness of their own assets (SELF-AWARENESS):

Counselor roles:

1. Develop and carry out student exercises on values, interests and skills in small groups or in classrooms.

2. Serve as consultant to teachers for class exercises on self-awareness.

B. Students need to acquire more extensive and realistic information about the world of work (CAREER AWARENESS AND EXPLORATION):

Counselor roles:

1. Coordinate, set up and publicize school Career Information Center.

2. Initiate and lead Community Advisory Committee, to involve local employers in school's career education program.

3. Develop speakers' list (by occupation and related school courses) and make available to classroom teachers.

4. Stage a Career Day (or Career Night) and invite parents.

5. Develop a list of local employers (by occupation) who will allow students to visit them at their place of business.

6. Serve as a resource to the classroom teacher to help her/him relate subject to careers.

C. Students need to learn the skills necessary for deciding and planning their educational/career futures (DECISION-MAKING AND PLANNING):

Counselor roles:

1. Coordinate the acquisition of decision-making skills by all students in your school (through mini-courses, group counseling, academic classes, etc.).

2. Act as resource to teachers who wish to infuse decision-making into their courses (e.g. social studies).

3. Use small groups of your counselees to assist them in applying these learned deciding skills to their own post-secondary plans.

D. Students need to learn the skills necessary to implement life/career decisions (IMPLEMENTATION):

Counselor roles:

1. Teach through mini-courses, small groups, or in classrooms, job-finding skills: interviewing, resume-writing, how to find the "hidden job market," etc.

2. Help college-bound students make specific plans for how they will use college experiences to better prepare for the world of work (e.g., selection of major, volunteer work experiences, extra-curricular activities).

E. The school needs to have a comprehensive, well-articulated career education program

Counselor roles:

1. Approach the principal to help set up a school career education committee, made up of representatives from all departments; help coordinate the committee.

2. Develop and periodically distribute a career education newsletter for (a) students, (b) staff, and (c) parents; assume responsibility for local publicity for program (newspapers, other media).

3. Hold a "career open house" at the school for parents to explain the program to teachers.

4. Get invited to individual department meetings to help explain the program to them.

5. Assume responsibility for the "accountability" of the career education program; develop forms and files to show (your supervisor, the principal, parents, or the school board) how all your students have experienced the various stages of life/career planning at your school.

6. Share your successes with others; encourage them (teachers or counselors) to try an activity; help build your program by involving leaders in your school; sell your program by pointing to your tangible successes (students).

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"Careers and Me" Series
Self
Student Sheet #2

MY VALUES

Values are the strong beliefs that you live by. They are very important things to keep in mind as you choose a career.

Listed below are some things that people value. Spaces are provided for you to list other values which you may have.

Please mark in order those you value most. For instance, put a "1" by the value of greatest importance to you, a "2" for the value of next importance and so on.

___ power
___ enjoyment
___ helping others
___ success
___ money
___ friendship
___ possessions
___ independence (freedom to do as I wish)

___ leading others
___ love
___ popularity
___ security
___ education
___ approval of others
___ expertness
___
___
___
___

Your six most important values from this list were:

(1)	(4)
(2)	(5)
(3)	(6)

Describe the kind of job you think would fit your most important values?

(Counselor/Teacher)	(Me)

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"Careers and Me" Series
Self
Student Sheet #3

MY TALENTS AND SKILLS

Your talents and skills are very important in choosing a career. Talents include very general abilities, such as musical, mathematical or athletic talents. Skills are specific abilities such as playing the piano, programming a computer or playing tennis.

Listed below are talents that people have.

Please mark in order those talents you feel you have. For instance, put a "1" next to the talent you feel is your strongest, "2" for the next and so on for each talent. Take into consideration not only what you do well, but what you enjoy doing.

___ Numerical (working with numbers)

___ Verbal (working with words, writing and speaking)

___ Mechanical (working with machines and tools)

___ Physical (working with hands and body)

___ Leadership (planning and organizing)

___ Social (working with people)

___ Artistic (working with color, design)

___ Clerical (working in detail with words and numbers)

___ Musical (singing, playing an instrument)

___ Scientific (ability to study and solve problems)

Now, list your top three talents and name any specific skills in those areas you either have now or plan to develop:

Talent	Skills I now have for this talent	Skills I plan to develop
1)		
2)		
3)		

Think of talents as naturally given, skills as something you work to acquire. It obviously makes sense for you to discover where your natural talents lie, then to try to develop specific skills in those areas. The more skills you develop, the more careers (and other activities) you can consider.

What types of jobs, careers or spare-time activities, can you think of that would use your most important talents?

(Counselor/Teacher)

(Me)

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Project CAREER
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"Careers and Me" Series
Self
Student Sheet #4

MY INTERESTS

Your interests, like your talents and your values, are important to consider as you explore different careers.

Interests are those things you are curious about, as well as the activities you enjoy and that give you satisfaction. Your interests will tell you a great deal about the kind of person you are and also give you clues about what future careers will make you happiest.

Examples of interests include: gardening, writing poetry, playing basketball, fixing cars, studying the weather, painting, taking care of small children, singing in a group, and selling things door to door.

Hint: To help find your interests, finish the following sentences:

At school I often enjoy ___________. I've always been curious about ______.
In my free time at home I ________. Some of my hobbies are _____________.

Name several interests you have:

(1)

(2)

(3)

(4)

(5)

Others:

Now go back over your important interests and examine them more closely.

What talents or skills did you use most often?

What values are present?

What are some careers that might use your interests?

Why do you think your interests are important in choosing a career?

______________________________ ______________________________

(Counselor/Teacher) **(Me)**

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Project CAREER
February 1976

"Careers and Me" Series
Self
Student Sheet #5

SUMMARY OF MY "SELF"

Before you explore careers, you should be able to describe the kind of person you are. If you can successfully name those things you most enjoy doing, and the things you do well, your chances are much better for choosing a career that will make you happy.

Taking the Student Sheets you have already completed, fill in the "self circles" below:

My talents:

My values:

My interests:

Other things about me:

Now, you may want to draw (on another piece of paper) a different "picture" of yourself, by using your talents, values and interests in some other shape or arrangement.

After you look at your "self", write a paragraph or two describing 1) the kind of person you are and 2) what this tells you about the kind of career you might choose.

______________________	______________________
Counselor/Teacher	(Me)

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"Careers and Me" Series
Exploring
Student Sheet #6

EXPLORING AN OCCUPATION
(Revised)

I understand that any occupation I become interested in should closely match the kind of person I am -- my skills, talents, interests and values.

In a brief paragraph, here are my talents and interests (that I want any job to satisfy):

Now, using written information in the Career Information Center (like the Occupational Outlook Handbook, etc.) I will try to find out if this occupation matches my interests and skills.

A. Name of occupation:

B. What does this person do?

C. What skills and personality are needed for this job?

D. What education and training is necessary?

E. Where do these people work?

F. What is the salary range of this occupation?

G. What are the hours of this job? The benefits?

H. What is the future outlook for this occupation?

I. What are some names for different jobs in this field?

J. Summary: What do I like about this job?

K. Summary: What do I dislike about this job?

L. Here are some places I can write for more information:

M. What do I now think of this job?

____

CAREER MATCH*

Listed below are six personality types which can be expressed in all careers. Read carefully each of the six types. Then read them each again, marking with a pencil the order in which you prefer them (1, 2, 3, 4, 5, 6) in the blanks in the right-hand column.

We want you to end up with your first, second, third, fourth, fifth and sixth choices from the personality types.

CREATIVE: I like free non-structured activities. I like to create things with my hands. I enjoy art work, such as sketching, drawing or painting. I like activities such as music, design, poetry, plays, or writing.

C: ____

REALISTIC: I like and could be good at building, repairing and fixing things. I would like to work with tools, machines and animals. I like things like manual, mechanical, agricultural, electrical and technical activities.

R: ____

SOCIAL: I enjoy being with people, working with people and helping people. I am friendly and get along well with people.

S: ____

ENTERPRISING: I like to persuade others to do certain things. I am good at selling ideas and things. I have a lot of energy and enthusiasm. I would like to lead others and sell ideas and things.

E: ____

ORGANIZATIONAL: I like to be well organized. I like (and would be good at) such things as doing paper work, typing, and recording information. I like business and office activities.

O: ____

INVESTIGATIVE: I like to discover new facts and solve problems. I enjoy reading scientific information, working with scientific projects, solving math problems and taking science courses.

I: ____

---

*Adapted from work of John Holland

INSTRUCTIONS

Take your first three choices (the ones marked 1, 2 and 3) and place the alphabetical letters from the right column in the blank spaces below.

For example, if your first choice is "Social", the letter is "S", if your second choice is "Creative", the letter is C and if your third choice is Investigative, the letter is "I". The letter key would then be S C I.

My three letter keys are: ______ ______ ______

1st choice 2nd choice 3rd choice

FURTHER INSTRUCTIONS

Look at the KEYS TO CAREERS to find possible careers for you to look into. First, find your three-letter key and carefully look over those careers. Also, look over your letter keys in different combinations. For example, if your key was SCI, also look at careers under SIC, CIS, IAS, CSI, and ISC. Also, check all careers under all the keys that begin with your first letter (in this case all the codes beginning with "S").

List below any of those suggested careers which you are interested in investigating. Explore these further in the Career Information Center.

1. ______________________________ 6. ______________________________

2. ______________________________ 7. ______________________________

3. ______________________________ 8. ______________________________

4. ______________________________ 9. ______________________________

5. ______________________________ 10. ______________________________

KEYS TO CAREERS

REALISTIC CAREERS

Key: RSC

Baker
Cook
Electrician
Filling Station Attendant
Forester
Glazier
Heat Treater
Industrial Arts Teacher
Jeweler
Loom Fixer
Miller/Foreman
Offset Press Operator
Optician
Power Plant Operator
Powerhouse Repairman
Radio Operator
Skilled Tradesman
Tool and Die Maker
Welder
Wire Drawer

Key: RSE

Barber
Blacksmith
Butcher
Chauffeur
Coal Equipment Operator
Detective
Fireman (Fire Fighter)
Fireman, Locomotive
Fountain Man/Woman
Gas Main-Fitter
Laborer, Guard, Janitor
Watchman, Warehouseman
Molder
Motorman (Streetcar)
Pipeman
Policeman
Railroad Conductor
Taxicab Driver
Waitress (Waiter)
Parking Lot Attendant

Key: RIE

Air Traffic Controller
Aircraft Mechanic
Automotive Engineer
Automobile Body Repairman
Automobile Mechanic
Boilermaker

Civil Engineer
Compressor House Operator

Draftsman
Electroplater
Engraver, Machine
Engineer, Mining
Farmer (Rancher)
Forging Press Operator
Garage Foreman
Heavy Equipment Operator
Industrial Engineer Technician
Lineman
Loom Changer
Machine Repairman
Machinist
Machine Operator
Maintenance Man/Woman
Mechanic
Mechanical Engineer
Mechanical Engineer Tech.
Mechanic, Radio
Milwright
Plumber
Roofer
Tool Crib Attendant
Upholsterer
Watch Repairman
Sheet Metal Man/Woman

Key: REO

Laundress
Maid

Key: RIC

Architectural Draftsman
Dental Technician

Key: RIO

Assembler
Drill Press Operator
Dry Cleaner
Elevator Mechanic
Grinder
Grounds Keeper
Inspector
Load Checker
Locksmith
Nuclear Reactor Tech.
Nurseryman
Piano Tuner
Printer
Roller
Shipping/Receiving Clerk
Shoe Repairman
Stone Cutter
Structural Steel Worker
Switchman
Teamster
Tire Builder
Tree Surgeon
Turret Lathe Operator

Key: RCI

Bookbinder
Compositor (Typesetter)

Key: RSO

Bill Collector
Elevator Operator
Kitchen Helper
Stockman

Key: RSI

Gas Appliance Serviceman
Knitter
Vocational Agriculture Teacher

Key: ROI

Carpenter
Instrument Mechanic
Motion Picture Projectionist
Painter (House, Bldg, & Equipment)
Rodman
Surveyor
Typewriter Repairman

Key: RES

Cattle Rancher
Crater and Packer
Fish & Game Warden
Fisherman
Railroad Brakeman
Railroad Engineer
Stock Clerk
Stock Clerk

Key: ROS

Blaster
Bricklayer
Bus Driver
Cement Mason
Dressmaker
Furnaceman
Industrial Truck Operator
Installer Repairman
Mail Carrier
Meter Reader
Miner
Plasterer

Key: ROS (con't)

Seamstress
Spinner
Tailor
Tile Setter

Key: REI

Air Conditioning Engineer Mechanic
Foreman
Ship Pilot
Trackman

Key: ROE

Craneman
Fork Lift Operator
Grader
Tractor Operator
Truck Driver

CREATIVE CAREERS

Key: CSE

Dancing Teacher
Drama Coach
Drama Teacher
English Teacher
Foreign Language Interpreter
Journalist-Reporter

Key: CSI

Art Teacher
Literature Teacher
Music Teacher
Orchestra Leader
Philosopher

Key: CIS

Actor-Actress
Critic (Reviewer)
Designer
Interior Decorator
Editor
Fashion Illustrator
Furniture Designer
Furrier
Interior Decorator
Jewelry Designer
Radio Program Writer
Women's Garment Designer
Writer

Key: CIE

Decorator

Key: CIR

Architect
Artist
Photograph Retoucher
Photographer
Photolithographer

Key: CES

Advertising Person
Advertising Manager
Entertainer (Dancer, Singer)
Fashion Model
Public Relations Person

ORGANIZATIONAL CAREERS

Key: ORS

File Clerk
Teller

Key: OIS

Accounting/Statistical Clerk
Auto Writing Machine Operator
Bookkeeping Machine Operator
Calculating Machine Operator
Certified Public Accountant
Estimator (book publishing)
Foreign Trade Clerk
High-Speed Printer Operator
Time Study Analyst

Key: ORI

Biller
Duplicating Machine Operator
Key Punch Operator
Tabulating Machine Operator
Timekeeper

Key: OSE

Business (Commercial) Teacher
Personnel Clerk
Receptionist
Sales Correspondent
Telephone Operator
Travel Bureau Clerk

Key: OIR

Accounting Machine Operator
Office Machine Operator

Key: OEI

Finance Expert
Personnel Secretary

Key: OIE

Office Worker
Payroll Clerk
Proofreader
Typist

Key: OSR

Reservations Agent
Traffic Checker

Key: OER

Data Processing Worker
Mail Clerk

Key: OSC

Library Assistant
Medical Secretary
Religious Affair Clerk
Secretary

Key: OES

Accountant
Clerk
Clerk-Stenographer
Credit Manager

Key: OSI

Bookkeeper

ENTERPRISING CAREERS

Key: EOI

Market Analyst
Banker

Key: ERI

Contractor
Farm Manager
Industrial Engineer

Key: ECS

Lawyer, Judge, Attorney

Key: ECR

Radio/TV Announcer

Key: ESO

Administrative Assistant
Apartment House Manager
Branch Manager
Business Manager
Customer Services Manager
Demonstrator
Director, Industrial Relations
Dispatcher, Motor Vehicle
Employment Interviewer
Government Official
Insurance Investigator
Insurance Manager
Labor Arbitrator
Office Manager
Operations Manager
Manager/Administrator
Manager, Restaurant/Bar
Peddler (Huckster)
Personnel Assistant
Personnel Manager
Personnel Recruiter
Production Manager
Salary & Wage Administrator
Sales Clerk
Salesman
Sales Manager
Traffic Manager

Key: ERS

Warehouse Manager

Key: ERO

Postmaster

Key: EIS

Salesman, Technical Products

Key: ESR

Route Salesman
Sporting Goods Salesman

Key: EOS

Art Goods Dealer
Buyer (Purchasing Agent)
Florist
Furniture Dealer
Grain Buyer
Insurance Underwriter
Real Estate Appraiser
Real Estate Salesman
Supervisor, Ticket

Key: ESI

Automobile Dealer
Director of Admin. Service
Director, Compensation & Benefits
Life Insurance Salesman
Encyclopedia Salesman
Gas Station Manager
Gift Shop Manager
Grocer
Importer-Exporter
Manpower Adviser
Retail Merchant
Shoe Store Manager
Systems Analyst, Business

Key: ESC

Airline Stewardess

Key: ESC (cont'd)

Director, Recreation
Guide, Travel
Salesperson, Musical Instruments
Security Salesperson

INVESTIGATIVE CAREERS

Key: ICS

Economist
Internist (Physician)

Key: ICR

Anthropologist/Archeologist
Astronomer
Chemist
Pathologist
Physicist

Key: ISO

Medical-Laboratory Asst.
Production Planner
Repairman, TV

Key: ISR

Biologist
Chiropractor
Mathematics Teacher
Natural Science Teacher
Optometrist
Osteopath

Key: IEO

Actuary

Key: IOR

Computer Operator
Equipment Repairman
Quality Control Tech.
Research Assistant

Key: IRC

Geologist
Mathematician, Statistician
Meteorologist
Surgeon
Weather Observer

Key: IRS

Agronomist
Animal Scientist
Biochemist
Botanist
Engineer Aide
Geographer
Horticulturist
Natural Scientist
Oceanographer
Veterinarian
X-Ray Technician
Zoologist

Key: IES

Bacteriologist
Pharmacist
Physiologist
Research Analyst

Key: IRE

Administrator, Engineer
Aeronautical Engineer
Aerospace Engineer Technician
Chemical Engineer
Chemical Lab. Tech.
Dentist
Electrical Engineer
Engineer
Metallurgical Engineer
Radio or Television Engineer
Test Engineer, Aircraft

Key: IRO

Airplane Navigator
Airplane Pilot
Computer Programmer
Engineering Technician
Instrument Repairman
Laboratory Technician
Model Maker
Tester, Electronic Systems
Tool Designer
Tool Maker

Key: ISC

Medical Technologist
Physician
Psychiatrist
Psychologist

SOCIAL CAREERS

Key: SEI

Educational Administrator
Environmental Health Engineer
Historian
History Teacher
Home Service Representative
Training Director

Key: SEO

Bartender
Chamber of Commerce Director
Compensation Advisor
Director Social Service
Dorm Director
Employee Benefits Approver
Employment Representative
Food Service Manager
Funeral Director
Hostess (Hotel, Tea Room, Etc.)
Interviewer
Job Analyst
Ward Attendant

Key: SEC

Community Recreation Administration
Counselor
Foreign Service Officer

Key: SOE

Baggageman (Motor Transportation)
Business Agent, Labor Union
Caterer
Executive Housekeeper
Liquor Store Manager
Order Service Correspondent
Public Health Service Officer
Recreation Director
Restaurant Proprietor
Theatre Manager
Ticket Agent

Key: SER

Claim Adjuster
Health & Welfare Coordinator

Key: SRI

Extension Agent

Key: SIC

College Professor
Group Worker
Political Scientist
Professional Nurse
Rehabilitation Counselor
Sociologist
Social Scientist
Social Worker

Key: SIE

Building Inspector
Customs Inspector
Dietician
Inspector, Public Admin.
Personnel Director

Key: SIO

Food and Drug Inspector
Parole Officer
Politician
Social Science Teacher
School Superintendent
YMCA Physical Director
YMCA Secretary

Key: SCI

Clergyman
Dental Assistant
Dental Hygienist
Elementary Teacher
Librarian

Key: SCI (cont'd)

Licensed Practical Nurse
Special Education Teacher
Speech & Hearing Clinician

Key: SRE

Athlete
Athletic Coach
Building Superintendent
Governess
Housekeeper
Houseparent
Occupational Therapist
Physical Education Teacher

Key: SER

Physical Therapist
Podiatrist (Foot Doctor)
Therapist

Key: SCE

Foreign Language Teacher
Home Economics Teacher
Home Economist
Housewife
Speech Teacher
Teacher

Key: SCO

Cosmetologist
Electrologist
Hair Stylist
Manicurist

massachusetts center for occupational education
two sun life park, 100 worcester street,
wellesley hills, massachusetts 02181 tel. (617) 235-7020

Project CAREER
May 1976

"Careers and Me" Series
Resources #4

GUEST SPEAKER: BEFORE, DURING AND AFTER

The effectiveness of a guest speaker is dependent upon how well the teacher prepares before, during and after activities.

Before the speaker comes:

1. Determine your goals as a teacher in having a speaker; i.e., do you want him or her to speak about:
    a. A specific job.
    b. A career cluster.
    c. Different careers in one company.
    d. Future trends in a career area.
    e. How skills in your course relate to an occupation, etc.
    f. Other:
2. Prepare the class (the guest speaker's visit should logically fit into your course activities):
    a. Explain to the class why the speaker is coming and how the visit complements the course.
    b. Distribute to the students sample career information on the speakers' field and ask each student to write down at least three questions for the speaker.
    c. The day before the speaker comes, generate a class discussion based on their questions and come up with an agreed upon class list of ten (or more) questions for the speaker.

a cooperative educational service provided through the affiliation of local education agencies and the division of occupational education, massachusetts department of education.

3. Prepare the speaker (the more information he or she has about your goals and class, the better his/her visit will be):

   a. Contact the speaker and set up an appointment to talk to him/her.

   b. Tell the speaker your goals, the size of your class, if the class is co-ed or not, something about the interest of your students, the related topics they have already discussed in class, location of the school, date and time, where to meet you, telephone number where you can be reached; ask him or her what is of prime interest to them.

   c. Give the speaker the list of sample questions and ask him or her to be ready to respond to each.

   d. Ask the speaker if there are any career materials, or information on his or her organization, that you could receive to help prepare the class.

While the speaker is there:

1. Introduce the speaker to the class and explain to everyone (again) why he or she has been invited.

2. Explain that the students have prepared several questions; ask the speaker an introductory question that you and she/he had agreed on earlier to open up discussion.

3. Students will then ask their own questions.

4. With five minutes or so left in the class, teacher and speaker should summarize the information that has been given to the class.

After the speaker leaves:

1. For the students: discuss the visit (use the written questions if desired); ask how they see school subjects can be used in this job; ask students to give a (written) evaluation of the visit.

2. For the speaker: write a thank you note (the students may wish to do this too); inform the speaker of the written feedback of the evaluation; ask the resource speaker to perform a brief written evaluation.

3. Finally, you as a teacher should evaluate the visit to see whether it realized your initial objective.

massachusetts center for occupational education

two sun life park, 100 worcester street,
wellesley hills, massachusetts 02181 tel. (617) 235-7020

Project CAREER
May 1976

"Careers and Me" Series
Resource #5

SAMPLE QUESTIONS FOR A GUEST SPEAKER

1. What do you do on your job (describe a typical day)?

2. What do you like most about your job and why?

3. What do you like least about your job and why?

4. How did you get into this field (what other jobs have you had)?

a cooperative educational service provided through the affiliation of local education agencies and the division of occupational education, massachusetts department of education.

5. What personal qualities (skills, values and interests) do you feel would be most important in your work? Why?

6. What different jobs are there in your field? What is the outlook locally and nationally?

7. What kind of training/education is necessary for this career?

8. What kinds of people get into your field?

9. If a student is interested in your field, what steps could he/she take to investigate or prepare?

10. What are the working conditions, benefits, and salaries of people in your career field?

EVALUATION FORMS

CAREER INFORMATION CENTER
FIELD TRIP EVALUATION

Name______________________________ Date____________________
(Optional)

Grade____

Date of Field Trip____

Field trip Site____

1. Did you find the field trip helpful in learning about an occupation?

____

____

2. Did you find the field trip interesting?

Yes_______ No_______

Explain____

____

____

____

3. Is there anything about the field trip you think should have been done differently?

Yes_______ No_______

If so, please explain____________________________________

____

____

4. Additional comments____________________________________

____

____

____

CAREER INFORMATION CENTER
SPEAKER EVALUATION

Name________________________________ Date____________________
(Optional)

Grade____

Name of Speaker____

Topic of Speaker's Presentation_______________________________________

____

1. Class where presentation was made____________________________

   Name of Teacher____

2. Did you find the presentation interesting?

   Yes_______ No_______

   Explain____

   ____

   ____

3. Did you find the speaker's presentation helpful in learning about careers?

   Yes_______ No_______

   Explain____

   ____

   ____

4. Was there anything you feel should have been included that wasn't?

   Yes_______ No_______

   If so, what was it?____

   ____

   ____

5. Additional Comments____

   ____

CAREER INFORMATION CENTER
MULTI-MEDIA EVALUATION

Name______________________________ Grade_______________________
(Optional)

Date______________________________ Homeroom____________________

1. Title____

2. Author____

3. Type (please check one):

a.	Film	_____	d.	Sound Filmstrip	_____
b.	Filmstrip	_____	e.	Slides	_____
c.	Cassette or tape	_____	f.	Video-tape	_____
			g.	Other_______________	

4. Material was presented (check one):

   a. In class _____ b. In Career Information Center _____

   Name of teacher or counselor___________________________________

   Period____

5. Did you find the presentation interesting?

   Yes_______ No_______

   Explain____

   ____

6. Was there anything you feel that should have been included that wasn't?

   Yes_______ No_______

   If so, what was it?____

   ____

7. Additional Comments____

   ____

   ____

Career Information Center
Checklist

Student name:

Grade (circle one): 9 10 11 12

Date:

Who referred you? Check one Name

teacher ______
counselor ______
other ______
my idea ______

What kind of career information were you looking for?

Did you find what you were looking for?

Comments/suggestions to improve the Career Information Center:

Thank you.

2/76

Project CAREER
July, 1976

"Careers and Me" Series
Resource #8

SAMPLE QUESTIONS
FOR GATHERING COMMUNITY RESOURCES

The purpose of this questionnaire is to ascertain various interests and talents that the people of (Lynn) would be willing to share with students. Would you be interested in helping us in this area? Yes______ No________

NAME OF ORGANIZATION: ____

CONTACT PERSON: ____

ADDRESS: ________________________________ PHONE: ______________

FIELD(s) OF INTEREST: ____

SPECIAL SKILLS: ____

I/We would be willing to provide the following services (each explained at the bottom of the page)

1. Speakers
2. Shadow experiences
3. Volunteer work experiences
4. Part-time jobs (paid)
5. Full-time jobs (paid)

Can you volunteer your services?______ If not, how much would you expect to be paid?____

The following are the primary occupations in my/our organization:

Signed______________________

(explanation of services you could provide)

1. A representative speaking to a group of 20-25 students in a classroom.
2. Students following a worker around for a day.
3. Students gaining work experience on a part-time basis, possibly one or two days a week.
4. Students gaining part-time paid work experiences most likely after school and on weekends.
5. Students gaining full-time paid employment after graduating, possibly a continuation of a part-time job.

UNIT IV

FREE AND INEXPENSIVE RESOURCES

SOURCES OF FREE AND INEXPENSIVE CAREER RESOURCE MATERIALS

Academy of Advanced Traffic, One World Trade Center, Suite 5457, New York
NY 10048

Academy of Aeronautics, La Guardia Airport, Flushing, NY 11371

Accounting Careers Councils, American Institute of Certified Public Accountants
1211 Avenue of the Americas, New York, NY 10036

* Accoustical Society of America, 335 East 45th St., New York, N.Y. 10017

Accrediting Bureau of Medical Lab Schools, Oak Manor Offices, 29089 U.S.
20 West, Elkhart, Indiana 46514

Addressograph Multigraph, Multigraph Division, 1800 West Central Raod,
Mt. Prospect, IL 60056

Administrative Management Society, Willow Grove, PA 19090

The Advancement and Placement Institute, 169 E. 9th Street, Brooklyn, New York

Aerospace Industries Assoc. of America, 1725 De Sales Street N.W.
Washington, D.C. 20036

Agency for International Development, Office of Personnel and Manpower,
Washington, D.C. 20523

Air Conditioning & Refrigeration, 1815 North Fort Myer Drive, Arlington, VA 22209

Air Force ROTC, Department of the AF, Maxwell AFB, Ala 36112

Air Transport Assn. of America, 1709 New York Avenue N.W., Washington, DC 20006

Alpha Kappa Psi, Professional Business Fraternity, 3706 Washington Blvd.,
Indianapolis, Ind. 46205

The Aluminum Assn, Inc., 750 Third Ave., New York, N.Y. 10017

Alumnae Advisory Center, Inc., 541 Madison Ave., New York, NY 10012

Amalgamated Meat Cutters & Butcher Workmen of North Am, 2800 No. Sheridan
Road, Chicago, IL 60657

The American Academy of Family Physicians, 1740 West 92nd Street
Kansas City, MO. 64114

American Accoustics Society, 1001 E Street N.W., Washington, D.C. 20010

*American Advertisers Assn., 1220 Broadway, New York, N.Y. 100218

American Airlines, P.O. Box 8277, Airport Station, San Francisco, Cal. 94128

American Animal Hospital Assoc., 3612 East Jefferson Blvd., South Bend, IN. 46615

* American Anthropological Association, 1703 New Hampshire Ave., N.W.,
Washington, D.C. 20009

American Assoc. for Jewish Ed., 114 Fifth Avenue, New York, N.Y. 10011

American Assoc. for Respiratory Therapy, 7411 Hines Place, Dallas, TX 75235

* American Assn. for State and Local History, 1313 Eigth Ave., Nashville, Tenn.
37203

* American Associaton of Anatomists, Dept. of Anatomy, Univ. of Arkansas
Medical Center, Little Rock, Arkansas 72201

AABB _ American Assoc. of Blood Banks, Central Office, Suite 608, 1828 L
Street, N.W., Washington, D.C. 20036

* American Assn. of Clinical Chemists, 1155 16th St., N.W., Washington, D.C. 20036

American Assoc. of Colleges of Pharmacy, 4630 Montgomery Ave., Suite 201
Bethesda, Maryland 20014

* American Assoc. of Community and Junior Colleges, One DuPont Circle, N.W.
Washington, D.C. 20036

American Assoc. of Dental Schools, 1625 Mass. Avenue, N.W., Washington, DC 20036

* American Assoc. of Elementary Kindergarten, Nursery Educators, 1201 16th St.,
N.W., Washington, D.C. 20036

American Assn. of Law Libraries, 53 W. Jackson Boulevard, Chicago, Ill. 60604

American Assn. of Med. Assistants, Inc., Executive Office, One East Wacker Dr.,
Suite 1510, Chicago, Ill. 60601

American Assn. of Nurse Anesthetists, 111 E. Wacker Drive, Chicago, Ill. 60601

American Assn. of Nurserymen, Inc., 230 Southern Building, Washington, D.C. 20005

The American Assn. of Orthodontists, 7477 Delmar Blvd., St. Louis, MO 63130

American Assn. of School Librarians, American Library Assoc., 50 East Huron
Street, Chicago, IL. 60611

* American Assn. of University Professors, One Dupont Circle, N.W.,
Washington, D.C. 20036

American Bakers Assn., 1700 Pennsylvania Ave., N.W., Washington, D.C. 20006

American Baptist Churches, Valley Forge, PA. 19481

American Bar Assn., 1155 East 60th, Chicago, IL 60637

American Board of Funeral Service Education, 201 Columbia Street., P.O. Box 2098
Fairmont, West Virginia 26554

American Boat Builders, Repairs Assn., Inc., 2488 Grand Concourse,
Bronx, N.Y. 10458

American Boiler Manuf. Assn., Suite 317, AM Building, 1500 Wilson Boulevard
Arlington, VA 22209

American Business Press, Inc., 205 East 42nd St., New York, NY 10017

American Camping Assoc. Publications Service, Bradford Woods, Martinsville,
Indiana 46151

The American Cancer Society, Massachusetts Division, Inc., 145 Munroe St.
Lynn, Mass. 01901

American Cemetery Assn., 250 East Broad Street., Columbus, OH 43215

American Ceramic Society, Inc., 65 Ceramic Drive, Columbus, OH 43214

* American Chamber of Commerce Executives, 1133 15th St., N.W. Washington,
D.C. 20005

American Chiropractic Assn., Inc., 2200 Grand Avenue, Des Moines, Iowa 50312

A.C.H.A. - American College Health Association, 2807 Central St., Evanston,
Illinois 60201

American College of Hospital Admin., 840 North Lake Shore Dr., Chicago, IL 60611

American College of Nurse Midwives, 1000 Vermont Ave., N.W.,
Washington, D.C. 20005

* American College of Obstetricians and Gynecologists, 1 East Walker Dr.,
Chicago, Ill. 60601

The American College of Physicians, 4200 Pine Street, Philadelphia, PA 19104

* American College of Radiology, 20 North Wacker Dr., Chicago, IL. 60606

American Council on Education, One Dupont Circle, Washington, D.C. 20036

American Council on Ed. for Journalism, School of Journalism, University of
Missouri, Columbia, MO 65201

American Council on Pharmaceutical Education, One East Wacker Drive,
Chicago, Illinois

American Correctional Assn., 4321 Hartwick Rd., Suite 208, College Park, MD 20740

American Dental Assn., 211 East Chicago Avenue., Chicago, IL 60611

American Dental Hygienists Assn. , 211 East Chicago Ave., Chicago, IL 60611

The American Dietetic Assn., 430 North Michigan Ave., Chicago, IL 60611

* American Economic Assn., 1313 21st Ave., South Nashville, Tenn. 37212

American Federation of Info. Processing Soc., Inc., 210 Summit, Montvale, NJ 07645

* American Federation of Labor and Congress of Industrial Organizations 815 16th St., N.W., Washington, D.C. 20006

* American Federation of Television and Radio Artists, 1350 Avenue of the Americas, New York, N.Y. 10019

American Farm Bureau Federation, 225 Touhy Ave., Park Ridge, IL 60068

American Feed Manuf. Assn., Inc., 1701 N E Myer Dr., Arlington, VA 32209

American Food Industry, 101 West 30th St., New York, N.Y. 10001

American Forest Institute, 1619 Massachusetts Ave., N.W., Washington, D.C. 20036

The American Forestry Assn., 1319 18th St., N.W., Washington, D.C. 20036

American Foundation for the Blind, Inc., 15 West 16th St., New York, NY 10011

American Gas Assn., 1515 Wilson Boulevard, Arlington, VA 22209

* American Geophysical Union, 1707 L St., N.W., Washington, D.C. 20036

American Glassware Assn., Glassware Plaza, Box 267, Bronxville, NY 10708

* American Historical Assn., 400 A St., S.E., Washington, D.C. 20003

American Hospital Assn., 840 North Lake Shore Dr., Chicago, IL 60611

* American Industrial Development Council, 215 W. Pershing Rd., Kansas City, MO 64108

* American Industrial Hygiene Assn., 66 S. Miller Rd., Akron, OH 44313

American Institute for Design & Drafting, 3119 Price Road., Bartsville, OK 74003

* American Institute for Property and Liability Underwriters, Providence and Sugartown Roads, Malvern, PA 19355

American Institute of Aeronautics & Astronautics, 1290 Sixth Ave., New York,
NY 10019

The American Institute of Archietcts, 1735 New York Avenue, N.W.,
Washington, D.C. 20006

American Institute of Bio. Sciences, 1401 Wilson Blvd., Arlington, VA 22209

American Institute of Chemical Engineers, 345 East 47 St., New York, NY 10017

American Institute of Industrial Engineers, Inc., Institute Headquarters
25 Technology Park, Atlanta, Norcross, GA 30071

* American Institute of Landscape Architects, 6810 N. 2nd Place, Phoenix, AZ. 85012

American Institute of Physics, 335 East 45th St., New York, NY 10017

American Ins. Chemical Engineers, 343 East 47th St., New York, NY 10017

American Institute of Landscape Architects, 6810 N. 2nd Place, Phoenix, AZ 85012

* American Institute of Planners, 917 15th St., N.W., Washington, DC 20005

John P. Swift, Department Adjutant, The American Legion, Room 546, State
House, Boston, MA. 02133

Office for Library Personnel Resources, American Library Assn., 50 East
Huron St., Chicago, IL 60611

American Lung Assn., of Essex County, 239 Newburyport Turnpike, Topsfield, MA
01983

American Medical Technologists, 710 Higgins Road, Park Ridge, IL 60068

American Medical Women's Assn., Inc., 1740 Broadway, New York, NY 10019

American Medical Writers Assn., 9650 Rockville Pike, Bethesda, MD 20014

* American Meteorology Society, 45 Beacon St., Boston, MA 02108

American Montessori Society, 175 Fifth Avenue, New York, NY 10010

American Mutual Insurance Alliance, 20 N. Wacker Drive, Chicago, IL 60606

American National Cattleman's Assn., P.O. Box 569, Denver, CO 80201

The American National Red Cross, New England Division, 99 Brookline Avenue
Boston, MA 02215

* American Newspaper Publishers Assn. Foundation, Box 17407, Dulles International Airport, Washington, D.C. 20041

American Nuclear Society, 244 East Ogden Avenue, Hinsdale, ILL 60521

American Nurses Assn., Inc. 2420 Pershing Rd., Kansas City, MO 64108

American Occupational Therapy Assn., 6000 Executive Boulevard, Rockville MD 20852

American Philological Assn., 431-432 North Burrowes, Penn. State University University Park, PA 16802

American Osteopathic Assn., 212 East Ohio Street, Chicago, IL 60611

American Paper Institute Inc., 260 Madison Avenue, New York, NY 10016

American Physical Therapy Assn., 1156 15th Street, N.W., Washington, D.C. 20005

American Physiological Society, 9650 Rockville Pike, Bethesda, MD. 20014

American Phytopathological Society, 3340 Pilot Knob Rd., St. Paul, MN. 55121

American Podiatry Assn., 20 Chevy Chase Circle N.W., Washington, DC 20015

* American Political Science Assn., 1527 New Hampshire Ave., N.W. Washington, D.C. 20036

* American Psychiatric Assn., 1700 18th St., N.W., Washington, D.C. 20009

* American Public Health Assn., 1015 18th St., N.W., Washington, D.C. 20036

American Public Works Assn., Education Foundation, 1313 East 60th Street Chicago, IL 60637

American Radio Relay League, Inc., Newington, Conn. 06111

The American Reg. of Radiologic Technicians, Roland C. McGowan R.T., 2600 Wayata Bldvd, Minneapolis, NM 55405

* American Right of Way Assn., 3727 W. 6th St., Los Angeles, CA. 90005

American Road Builders' Assn., ARBA Building, 525 School Street, S.W. Washington, D.C. 20024

American Sheep Producers Council Inc., Division American Lamb Council Wool Comm. 200 Calayton St., Denver, Colorado

American Society for Engineering Education, One Dupont Circle, Suite 400 Washington, D.C. 20036

American Society of Heating, Refrigerating and Air-Conditioning Engineers
United Engineering Center, 345 East 47th Street, New York, NY 10017

American Society for Horticultural Science, National Center for American
Horticulture, Mount Vernon, VA 22121

* American Society for Medical Technology, Ste. 200, 5555 West Loop South
Houston, TX 77401

American Society for Metals, Metals Park, OH 44073

American Society for Microbiology, 1913 I Street, N.W., Washington, D.C. 20006

* American Society for Personnel Administration, 19 Churst St., Berea, OH 44017

American Society for Pharmacology and Experimental Therapeutic, Inc.
9600 Rockville Pike, Bethesda, MD 20014

* American Society for Quality Control, 161 W. Wisconsin Ave., Milwaukee, WI 53203

American Society of Agricultural Engineers, 2950 Niles Road, P. O. Box 410
St. Joseph, MI 49085

American Society of Agronomy, 677 South Segoe Road, Madison, WI 53711

The American Society of Anesthesiologists, Park Ridge, Illinois

American Society of Animal Science, 113 N Neil Street, Champaign, ILL 61820

*American Society of Appraisers, Box 17265, Dulles International Airport,
Washington, D.C. 20041

*American Society of Association Executives, 1101 16th St., N.W.
Washington, D.C. 20036

American Society of Civil Engineers, 345 East 47th St., New York, N.Y. 10017

American Society of Clinical Pathologists, 2100 W. Harrison St., Chicago, ILL. 60612

*American Society of Insurance Management, 10 E. 49th St., New York, N.Y. 10017

American Society of Interior Des., 730 Fifth Ave., New York, N.Y. 10019

The American Society of Mechanical Engineers, United Engineering Center,
345 East 47th St., New York, NY 10017

*American Society of Planning Officials, 1313 East 60th St., Chicago, ILL. 60637

American Society of Plant Physiologists, P.O. Box 5706, Washington, D.C. 20014

The American Soc. of Radiologic Technologists, 500 North Michigan Ave., Suite 836, Chicago, ILL. 60611

American Society of Safety Engineers, 850 Busse Highway, Park Ridge, ILL 60068

* American Society of Traffic and Transportation, Inc., 547 West Jackson Blvd., Chicago, ILL. 60606

American Society of Women Accountants, 35 East Wacker Drive, Suite 6036, Chicago, ILL. 60601

American Society of Zoologists, Box 2739, Calif. Lutheran College, Thousand Oaks, Calif. 91360

American Speech and Lung Assoc., 9030 Old Georgetown Rd., Washington, DC 20014

Public Relations Div., American Textile Manu. Insti. Inc., 400 South Tryon St. Charlotte, NC 28285

American Therapy Assn., 1156 15th Street, N.W., Washington, D.C. 20005

American Trucking Assocations, 1616 P Street, NW., Washington, D.C. 20036

American Veterinary Medical Assn., 930 North Meacham Rd., Schaumburg, IL 60172

American Watchmakers Institute, Inc., P.O. Box 11011, Cincinnati, OH 45211

American Welding Society, 2501 Northwest 7th St., Miami, FL 33125

Approach 13-30 Corporation, 1005 Maryville Pike S.W. Knoxville, Tenn. 37820

*Archaeological Institute of America, 260 W. Broadway, New York, NY 10013

Archdiocese of Detroit, 305 Michigan Avenue, Detroit, Michigan

Armco Steel Corporation, 703 Curtis St., Middletown, Ohio 45042

Armstrong Cork Company, Lancaster, PA 17604

Assis. Directors Training Program, 8480 Beverly Boulevard, Hollywood, CA 90048

*Associated Actors and Artists of America, 165 W. 46th St., New York, NY 10036

The Associated General Contractors, 1957 E. Street, N.W., Washington, D.C. 20006

*Assn. for Education of the Visually Handicapped, 919 Walnut St., Philadelphia Pennsylvania 19107

*Assn. for Institutional Research, College of Education, Florida State University,
Tallahassee, FL 32306

*Assn. for Education of The Visually Handicapped, 919 Walnut St., 4th floor
Philadelphia, PA 19107

Assn. For Education in Journalism, 118 Reavis Hall, Northern Illinois University
DeKalb, IL 60115

*The Association of American Geo, 1710 Sixteenth St., NW, Washington, D.C. 20009

*Assn. of American Med. Coll., 1776 Mass. Ave., N.W., Suite 301, Washingotn
DC 30036

*Assn. of American Publishers, One Park Ave., New York, N.Y. 10016

*Assn. of American Railroads, American Railroads Building, Washington, D.C. 20036

*Assn of Federal Appraisers, Box 466, Silver Spring, Md. 20907

The Assn. General Contractors of America, 1957 E. St. N.W., Washington, D.C. 20006

Assn. of Industrial Advertisers, 41 East 42nd St., New York, N.Y. 10017

Assn. of Medical Illustrators, Suite 112, 6650 Northwest Hwy, Chicago, IL 60631

Assn. of National Advertisers, 155 East 44th St., New York, NY 10017

Assn of Operating Room Technicians, 1100 West Littleton Blvd., Suite 201
Littleton, Colo. 80120

Automotive Service Industry Assn., 230 North Michigan Ave., Chicago, IL 60601

Bank of America, Box 37000, San Francisco, CA 94137

Barbers, Beauticians & Allied Industries International Assn., Richard A. Plumb,
General President, 7050 W. Washington St., Indianapolis, IN 46241

Biological Photography Assn, Inc., P.O. Box 1057, Rochester, MN 55901

*Board for Certification of Genealogists, 1307 New Hampshire Ave., N.W.
Washington, D.C. 20036

Book Distribution Center, Route 59 AT Brook Hill Drive, West Nyack, New York
10994

*Botanical Society of America, New York Botanical Garden, Bronx, NY 10458

Brunswick Corporation, One Brunswick Plaza, Skokie, IL 60076

Bryman Schools, Inc., 2015 Naglee Avenue, San Jose, CA 95128

*Business Equipment Manufacturers Assn., 1828 L. St., N.W., Washington, DC 20036

Business Professional Advertising Association, 41 East 42nd Street, New York NY 10017

Cal. Association For Mental Health, 910 H. St., Suite 212, Sacramento, CA. 95816

Cal. Polytechnic State U., Office of Relations with Schools, San Luis Obispo,
Cal. 93407

California Redwood Assoc., 617 Montgomery St., San Francisco, Cal. 94111

* Calif. State Univ. of Fresno, Dept. of Criminology, Fresno, Calif. 93740

Carnegie Institute, 65 Anderson St., Boston, Mass. 02114

Center for Social Organization of Schools, The Johns Hopkins University, Baltimore,
Maryland 21348

* Central Intelligence Agency, Office of Personnel, Washington, D.C. 20505

Cessna Aircraft Company, Air Age Education Department, P.O. Box 1521
Wichita, KS 67201

* Chamber of Commerce of the US., International Group, 1615 H. ST., N.W.
Washington, D.C. 20006

The Chicago Hawks, Wrigley Field, 1060 West Addison Street, Chicago, IL 60613

Chicago Board of Trade, LaSalle at Jackson, Chicago, ILL 60604

The Child Dev. Associate Consortium, 7315 Wisconsin Avenue, Suite 601
Washington, D.C. 20014

* Child Welfare League of America, 67 Irving Place, New York, NY 10003

* Clinical Cytology Program, 229 Forsyth Bldg., 360 Huntington Ave., Boston, MA 02115

* College of American Pathologists, 7400 N. Skokie Blvd., Skokie, ILL 60076

College Entrance Examination Board, 888 Seventh Ave., New York, N.Y. 10019

The College of Insurance, 123 Willima Street, New York, N.Y. 10038

* College Placement Council, Box 2263, Bethlehem, Penn. 18001

Colorado School of Mines, Golden, Colorado

Commission On the Ministry, ABC, Valley Forge, Pennsylvania 19481

* Computer and Business Equipment, Manufacturers Assn., 1828 L St., N.W.
Washington, D.C. 20036

Consumer Affairs Foundation, Inc., Suffolk University, 47 N. Mt. Vernon Sq.,
Boston, MA 02108

* Convention of American Instructors of the Deaf, 5034 Wisconsin Ave., N.W.
Washington, DC 20016

Cooperative Education Assoc., Drexel University, 32nd and Chestnut Street,
Philadelphia, Penn. 19104

Cooperative Extension Service, Univ. of Maine, Orono, Maine

Correctional Education Assn., Patuxent Institution, Jessup, MD. 20794

Council for Exceptional Children, 1920 Association Dr., Reston, VA. 22091

Council in Intl. Education Exchange, 777 United Nations Plaza, New York, NY 10017

Council on Chiropractic Education, 2200 Grand Avenue, Des Moines, IA 50312

* Credit Union Natl. Asso. Inc., 1617 Sherman Ave, Box 431, Madison, WI 53701

For Crippled Children & Adults of MA., Inc., 14 Somerset St., Boston, MA 02108

The Culinary Institute of America, Hyde Park, NY 12538

Data Processing Management Assn., Inter. Headquarters, 505 Busse Highway
Park Ridge, IL 60068

Dadant & Sons, Inc., Beekeepers Supplies - Publishers of American Bee Journal
Hamilton, Ill 62341

Day Care & Child Dev. Coun. of America, Inc., 1012 14th St., N.W.
Washington, D.C. 20005

Dept. of Public Instruction, Div for Handicapped Children, 126 Langdon St.
Madison, Wisconsin 53702

* The Direct Mail Educ. Foundation, Inc., 6 East 43 Street, New York, NY 10017

Div. of Agricultural Economics, Univ. of Wyoming, Box 3354 Univ. Station
Laramie, Wyoming 82071

EEG Laboratory - 005 Upham Hall, The Ohio State University Hospital,
Columbus, OH 43210

E.I. Dupont De Nemours & Co., Inc. Employee Relations Dept., Wilmington, DE 19898

Easter Seal Society of Mass, Inc., 14 Somerset Street, Boston, MA. 02108

Eastern Air Lines, Logan Airport, Boston, Mass.

*Edison Electrical Institute, 90 Park Ave., New York, NY 10016

Engineers' Council for Prof. Dev, Inc. 345 East Forty-Seventh St., New York, NY 10017

*Entomological Society of America, 4602 Calvert Rd., College Park, MD 20740

Executive Office of the President, Council on Environmental Quality,
722 Jackson Place, N.W., Washington, D.C. 20006

Fashion Institute of Technology, 227 West 27 Street, New York, NY 10001

Federal Energy Administration, Washington, D.C. 20461

*Federal Library Committee, Room 310, Library of Congress, Washington, DC 20540

*Financial Analysts Federation, 219 E. 42nd St., New York, NY 10017

*Financial Executives Institute, 633 Third Ave., New York, NY 10017

The First National Bank of Boston, Boston, MA. 02110

Office of the Dean, School of Pharmacy, The Florida Agricultural & Mechanical
University, Tallahassee, FL 32307

Foundry Educational Foundation, 1136 Terminal Tower Bldg., Cleveland, OH 44113

Fraternal Order of Police, Natl. Headquarters, G-31636 W. Pasadena Ave.,
Flint, Michigan 43504

GIA, Gemological Ins. of America, 11940 San Vicente Blvd., Los Angeles, CA 90049

General Aviation Manufacturers, Suite 1215 Conn. Ave., NW., Washington, DC 20036

Gen. Building Contractors Assoc., Inc., Suite 1212 #2 Penn Center, Philadelphia, PA
19102

General Electric, Educational Communications, Fairfield, CT 06431

General Motors Corporation, General Motors Building, Detroit, MI 48202

*General Services Administration, Office of Personnel, Washington, DC 20505

Germain School of Photography, 225 Broadway, New York, NY 10007

Glamour, Conde Nast Building, 350 Madison Avenue, New York, NY 10017

Glass Bottle Blowers Assn. of the United States and Canada, (AFL-CIO)
608 East Baltimore Pike, Media, Pennsylvania 19063

Graphics Arts Technical Found, 4615 Forbes Avenue, Pittsburgh, PA 15213

Guild of Bookworkers, The American Institute of Graphic Arts, 1059 Third Ave., New York, NY 10021

* Hebrew Union College and Jewish Institute of Religion, 3103 Clifton Ave., Cincinnati, OH 45220

Hospital Financial Management Assoc., 840 N. Lake Shore Dr., Chicago, IL 60611

* Humane Society of the United States, 2100 L St., NW., Washington, DC 20037

Indiana Career Resource Center, 1201-09 S. Greenlawn, South Bend, IN 46615

Indiana Employment Security Div., 10 North Senate Avenue, Indianapolis, IN 46204

Information Materials, Aeta, Kermit RHEA, 1230 Nelson Drive, Chillicothe, OH 45601

* Institute for the Certification of Engineering Technicians, 2029 K Street N.W. Washington, DC 20006

Institute of Certified Travel Agents, 148 Linden St., Wellesley, MA. 02181

Institute of Food Technologists, Suite 2120, 221 North LaSalle St., Chicago, IL 60601

* Institute of Higher Education, College of Education, University of Florida, Gainesville, FL 32601

Institute of Industrial Launderers, Suite 613, 1730 M.Street, NW, Washington, DC 20036

* Institute of Internal Auditors, 5500 Diplomat Circle, Orlando, FL 32810

* Institute of Real Estate Management of the National Assn. of Real Estate Boards, 155 East Superior St., Chicago, IL 60611

* Institute of Real Estate Management of the National Assn. of Realtors, 155 East Superior St., Chicago, IL 60611

Institute of Scrap Iron & Steel, Inc., 1729 H Street NW, Washington, DC 20006

* Insurance Information Institute, 110 William Street, New York, NY 10038

Insurance Institute of America, American Institute for Property and Liability Underwriters, Providence and Sugartown Rds., Malvern, PA 19355

Inter Masonry Apprendiceship Trust, 815 Fifteenth St., NW. Washington, DC 20005

International Assn. of Fire Chiefs, Inc., 1725 K St., NW, Suite 1112
Washington, DC 20006

International Assn. of Machinists and Aerospace Workers, Machinists Bldg.,
1300 Connecticut Ave., Washington, D.C. 20036

*International City Management Assn., 1140 Connecticut Ave., N.W., Washington,
DC 20036

International Fabricare Institute, P.O. Box 940, Joliet, IL 60434

Inter. Assoc. of Milk, Food & Environmental Sanitarians, Inc., Official
Publications, Journal of Milk & Food Technology, P.O. Box 701, Ames, IA 50010

International Business Machines, Old Orchard Road, Armonk, NY 10054

International Consumer Credit Assn., 375 Jackson Ave., St. Louis, MO. 03130

International Missions, Box 323, Wayne, NJ 07470

International Newspaper Advertising Executives, Inc., P.O. Box 147, Danville, IL 61832

*International Oceanographic Foundation, 10 Rickenbacker Causeway, Virginia Key,
Miami, FL 33149

*International Personnel Management Assn., 1313 East 60th St., Chicago, IL 60637

International Union of Operating Engineers, 1125 Seventeenth St., NW
Washington, DC 20036

*Intersociety Committee on Pathology Information, 9650 Rockville Pike, Bethesda,
MD 20014

Job Scene Mercer Ent., 137 Rowayton Ave., Rowayton, Conn. 06853

Eli Lilly & Co., Indianapolis, Indiana 46206

Lundberg Maryland Seamanship School Inc., Piney Point, MD 20674

Lutheran Church of America, 2900 Queen Lane, Philadelphia, Penn. 19129

*Magazine Publishers Assn., 575 Lexington Ave., New York, NY 10022

Manhattan School of Printing, Inc., 88 West Broadway, New York, NY 10007

Manufacturing Jewelers and Silversmiths of America, Inc., 340 Howard Bldg.
155 Westminster St., Providence, R.I. 02903

Marine Tech. Society, 1730 M Street N.W., Washington, DC 20036

Mass. Civil Defense Agency, Office of Emergency Preparedness, 400 Worcester St., Framingham, Mass. 01701

Massachusetts Construction Advancement Program, 220 Boylston St., Chestnut Hill, MA 02167

Massachusetts Nurses Assn., 20 Ashburton Place, Boston, MA 02108

The Mass. Society of Optometrists, 101 Tremont Street, Room 608, Boston, MA 02108

The Material Handling Inst., 1326 Freeport Road, Pittsburgh, PA 15238

Men's Fashion Assn. of America, 1290 Avenue of the Americas, New York, NY 10019

Merck & Co., Inc., Rahway, NJ 07065

The Metallurgical Society of AIME, 345 East 47th St., New York, NY 10017

Michigan State University, College of Social Science, School of Criminal Justice, East Lansing, Michigan 48824

The Monterey Insti. of Foreign Studies, 425 Van Buren St., Monterey, CA 93940

Mortuary Science Program, School of Technical Careers, Southern Illinois University, Carbondale, IL 60901

Motor Vehicle Manufacturers Assn.of U.S., Inc., 366 Madison Avenue, New York NY 10017

Music Library Assoc., Inc., 343 South Main Street, Room 205, Ann Arbor, MI 48104

Nateas, 5908 South Troy Street, Chicago, IL 60629

Natl. Aeronautics and Space Adm., Washington, D.C 20546

National Agricultural Assn., Box 717, Loveland, CO 80537

National Alliance of Businessmen, 1730 K St., NW, Washington, DC 20006

National Architectural Accrediting Board, Executive Director, 1735 New York Avenue, NW, Washington, DC 20006

The National Art Education Assn., 1916 Association Drive, Reston, VA 22091

* National Assn. for Hearing and Speech Agencies, 814 Thayer Ave., Silver Spring, MD. 20910

* National Assn. for Humanities Education, Box 628, Kirksville, MO 63501

Nat. Assoc. for Music Therapy, Inc., P. O. Box 610, Lawrence, KS. 66044

Nat. Assn. for Practical Nurse,Education & Service, Inc., 122 East 42nd Street
New York, NY 10017

National Assn. for Retarded Citizens, 2709 Avenue East, P.O. Box 6109
Arlington, TX 76011

Natl. Assn of Accountants, 919 Third Ave., New York, N.Y. 10022

Natl. Assn. of Bank Women, Inc., 111 E. Wacker Drive, Chicago, IL 60601

Natl. Assn. of Broadcasters, 1771 N. Street, N.W., Washington, DC 20036

*Natl. Assn. of Business Economists, 888 17th St., NW., Washington, DC 20006

Natl. Assn. of College and University Business Officers, One DuPont Circle
Ste. 510, Washington, D.C. 20036

Natl. Assn. of Cosmetology Schools, 599 South Livingston Ave., Livingston,
NJ 07039

*Natl. Assn. of Credit Management, 475 Park Ave., South, New York, NY 10016

*Natl. Assn. of Educational Broadcasters, 1346 Connecticut Ave., N.W.
Washington, DC 20036

Natl. Assn. of Electrical Distributors, 600 Summer Street, Stamford, CT 06901

Natl. Assn. of Engine and Boat Manufacturing, P.O. Box 5555, Grand Central
Station, New York, N.Y. 10017

Natl. Assn. of Food Chains, 1725 Eye St., N. W., Washington, DC 20006

*Natl. Assn. of Greeting Card Publishers, 200 Park Ave., New York, NY 10017

Natl. Assn of Home Builders, 15th & M Streets, NW, Washington, DC 20005

Natl. Assn of Insurance Agents Educational Dept., 85 John ST., New York, NY 10038

Natl. Assn. of Legal Sec., 3005 East Skelly Drive, Tulas, OK 74105

Natl. Assn of Life Underwriters, 1922 F Street, Washington, DC 20006

Natl. Assn. of Printers & Lithographers, 570 Seventh Ave., New York, NY 10018

*Natl. Assn. of Realtors, 155 East Superior Street, Chicago, IL 60611

Natl. Assn. of Retail Grocers, 2000 Spring Road, Suite 620, Oak Brook, IL 60521

Natl. Assn. of Science Writers, Box H, Sea Cliff, N.Y. 11579

Natl. Assn. of Secondary School Principals, 1904 Association Dr., Reston, VA 22091

Nat. Assn. of Social Workers, Inc., Suite 600, 1425 H. St., N.W., Washington,
DC 20005

Nat. Assn. of Student Personnel Administrators, Portland State University,
Box 751, Portland, OR 97207

Natl. Assn. of Wholesaler-Distributors, 1725 K St., NW., Washington, DC 20006

Natl. Assn. of Wholesalers, 1725 K St., NW., Washington, DC 20006

Natl. Automobile Dealers' Assn., Public Relations, Dept. 200 K St., N.W.
Washington, DC 20006

Natl. Board for Certification, 3801 Mt. Vernon Avenue, Alexandria, VA 22305

Natl. Board for Respiratory Therapy, Suite 124, 1900 West 47th St., Westwood,
KS 66205

National Career Center, 3839 White Plains Road, Bronx, NY 10467

* Natl. Consumer Finance Assn., 6th Floor, Solar Bldg., 1000 16th St., NW
Washington, DC 20036

Natl. Council for Homemakers, Home Health Aide Services, Inc., 67 Irving Place
6th Floor, New York, NY 10003

* Natl. Council of Churches, Professional Church Leadership, 475 Riverside Dr.
New York, NY 10027

* Natl. Council of Physical Distribution Management, 222 W. Adams St., Chicago,
Il 60606

Nat. Council on Crime and Delinquency, Continental Plaza, 411 Hackensack Ave.
Hackensack, NJ 07601

* National Criminal Justice Educational Consortium, Arizona State Univ., Tempe,
AZ 85281

Natl. Directory Service, Inc., 252 Ludlow Avenue, Cincinnati, OH 45220

Natl. Electrical Contractors Assn., 7315 Wisconsin Ave., Washington, DC 20014

Natl. Employment Assn., 2000 K St., N.W., Washington, DC 20006

Natl. Exec. Housekeepers Assn. Inc., Rm. 202 Business & Prof. Bldg.
Gallipolis, OH 45631

Natl. Farm & Power Equipment Dealers Assn., 2340 Hampton Avenue, St. Louis, MO 63139

Natl. Fed. of LPN's, 250 W. 57th St., Suite 323, New York, NY 10019

Natl. Fire Protection Assn., 470 Atlantic Ave., Boston, MA 02210

*National Foreign Trade Council, 10 Rockefeller Plaza, New York, NY 10020

*Natl. Forest Products Assn., Wood Industry Careers, 1619 Massachusetts Ave., NW Washington, DC 20036

The National Foundation for Improvement of Education, Room 804E, 1201 16th St., NW., Washington, DC 20036

Natl. Funeral Directors, Assn., 135 West Wells St., Milwaukee, WI 53203

Natl. Genealogical Society, 1921 Sunderland Place, NW., Washington, DC 20036

Natl. Hairdressers & Cosmetologists Assn., Inc., 3510 Olive Street, St Louis, MO 63103

National Health Council Inc., 1740 Broadway, New York, NY 10019

Natl. Institute for Automotive Service Excellence, 1825 K St. NW, Washington, DC 20006

Natl. Ins. for the Food Ser. Ind., 120 S. Riverside Plaza, Chicago, IL 60606

*Natl. Institute of Real Estate Brokers, 155 E. Superior St., Chicago, IL 60611

Natl. Joint Apprenticeship Training Comm. for Electrical Industry, 1730 Rhode Island Ave. NW, Washington, DC 20036

Natl. Joint Painting, Decorating & Drywall Apprenticeship & Training Committee 1709 New York Ave., NW, Suite 110, Washington, DC 20006

*Natl. Labor Relations Board, Director of Personnel, 1717 Pennsylvania Ave., NW Washington, DC 20570

Natl. League For Nursing, 10 Columbus Circle, New York, NY 10019

Natl. Machine Tool Builders, 7901 West Park Drive, Mclean, WA 22101

Natl. Newspaper Assoc., 491 National Press Building, Washington, DC 20045

Natl. Notion Assoc., 350 Fifth Ave., New York, NY 10001

*Natl. Recreation and Parks Assn. 1601 North Kent St., Arlington, VA 22209

*Natl. Rehabilitation Counseling Assn., 1522 K St., N.W. Washington DC 20005

* National Rehabilitation Counseling Assn., 1522 K St., N.W., Washington, DC 20005

* National Retail Merchants Assn., 100 W. 31st St., New York, NY 10001

Natl. Roofing Contractors Assn., 1515 North Harlem Ave., Oak Park, IL 60302

Natl. Science Teachers Assoc., 1201 Sixteenth St., N.W., Washington, DC 20036

The National Secretaries Assn., 1440 Pershing Rd., Suite 610, Kansas City, MO 64108

Natl. Shorthand Reporters Assn., James D. Hawkins, Executive Director, Suite 608
2361 South Jefferson Davis Highway, Arlington, VA 22202

Natl. Society for Medical Research, 1330 Mass. Ave., NW., Suite 103,
Washington, DC 20005

Natl. Society of Prof. Engineers, 2029 K Street, N.W., Washington, DC 20006

* Natl. Society of Public Accountants, 1717 Pennsylvania Avenue, N.W.,
Washington, DC 20006

Natl. Tool, Die & Precision Machine Assn., 9300 Livingston Road,
Washington, DC 20022

National Training Fund, Sheet Metal & Air Condition Industry, 1900 L Street, NW
Suite 405, Washington, DC 20036

The Natl. Vocational Agricultural Teacher's Assn., Inc., James Wall, Box 4498
Lincoln, NE 68504

Natl. Wildlife Federation, 1412 Sixteenth Street, NW, Washington, DC 20036

The Natl. Writers Club, 1365 Logan St., Suite 100, Denver, Colo 80203

Navy Opportunity Information Center, P.O. Box 2000, Pelham Manor, NY 10803

New England Regional Waste Water Institute, 2 Fort Road, South Portland, ME 04106

New England Technical Institute, 184 Early Street, Providence, RI 02907

* New York Heart Assn., 2 East 64th St., New York, NY 10021

* New York Life Insurance Co., Career Information Service, Box 51, Madison
Square Station, New York, N.Y. 10010

New York University, Post Grad. Medical School, Prosthetics & Orthotics
37 East 34th St., New York, NY 10016

Newark College of Engineering, 323 High Street, Newark, NJ 07102

* Northeastern University, College of Pharmacy and Allied Health Professions,
360 Huntington Ave., Boston, MA. 02115

Ohio Bureau of Employment Services, 145 S. Front St., P.O. Box 1618
Columbus, OH 43216

Ohio Council of Retail Merchants, 71 East State St., Columbus, OH 43215

* Operations Research Society of America, 428 East Preston St., Baltimore, MD. 21202

Pan Am, Pan American World Airways, Pan Am Building, New York, NY 10017

The Paralegal Institute, 3201 North 16th Street, Suite 11, Phoenix, AZ 85016

Perkins School for the Blind, Watertown, MA 02172

Pfizer, Inc., 235 East 42nd Street, New York, NY 10017

* Pharmaceutical Manufacturers' Assn., 1155 15th St., NW, Washington, DC 20005

* Planning Executives Institute, 5500 College Corner Pike, Oxford, Ohio 45056

Population Assn. of America, P.O. Box 14182, Benjamin Franklin Station,
Washington, D.C. 20044

Process Measurement & Control Section Inc., SAMA, 370 Lexington Ave.
New York, NY 10017

The Prudential Insurance Co. of Am., P.O. Box 141, Boston, MA 02199

* Public Affairs Pamphlets, 381 Park Ave., South, New York, NY 10016

Public Relations Society of Amer, Inc., 845 Third Ave., New York, N.Y. 10022

Office of Manpower Studies, Purdue University, School of Technology,
Lafayette, IN. 47907

* Radio Advertising Bureau, 555 Madison Ave., New York, N.Y. 10022

* Radio Television News Directors Assn., SKAR, Michigan State Univ.,
East Lansing, Michigan 48823

Ralston Purina Co, Checkerboard Square, St. Louis, MO 63188

* Registry of Medical Technologists (ASCP), Box 4872, Chicago, ILL 60680

Republic Steel Plants and Faculties, Public Relations, P.O. Box 6778,
Cleveland, OH 44101

Retail Clerks International Assn., Suffridge Bldg., 1775 Street, NW
Washingotn, DC 20006

Retail Jewelers of America, Inc., 10 Rooney Circle, West Orange, NJ 07052

R. J. Reynolds Tobacco Co., Winston-Salem, NC 27102

School of Journalism, Columbia, MO 65201

*Serra International, 22 West Monroe, Chicago, IL 60603

Sheet Metal Workers Inter., 1750 New York Ave., NW, Washington, DC 20006

Sherman College of Chiropractic, PO Box 1452, Spartanburg, SC 28304

Small Business Adm., 150 Causeway St., 10th Floor, Boston, MA 02114

*Social Work Careers Information Service, National Assn. of Social Workers
2 Park Avenue, New York, NY 10016

*Society for Industrial and Applied Mathematics, 33 S. 17th St., Philadelphia
PA 19103

Society for Public Health Ed, Inc, 655 Sutter St., Suite 408, San Francisco
CA 94102

Society for Technical Communication, 1010 Vermont Ave, NW, Suite 421,
Washington, DC 20005

Society of American Archivists, The Library, Box 8198, Univ. of Illinois,
Chicago Circle, Chicago, IL 60680

Society of Authors' Representatives, 101 Park Ave, New York, NY 10017

Society of Federal Linguists, Box 7765, Washington, DC 20044

Society of Manufacturing Engineers, 20501 Ford Road, Dearborn, MI 48128

Society of Mining Engineers of Aime, 540 Arapeen Drive, Research Park,
PO Box 8800, Salt Lake City, Utah 84108

Society of Motion Picture & Television Engineers, 862 Scarsdale Avenue
Scarsdale, NY 10583

The Society of Naval Architects & Marine Engineers, 74 Trinity Place,
New York, NY 10006

The Society of Petroleum Engineers of Aime, 6200 North Central Expressway
Dallas, TX 75206

Society of Photographic Scientists and Engineers, 1330 Mass. Avenue NW
Washington, DC 20005

Society of Professional Journalists, Sigma Delta Chi, 35 E. Wacker Dr, Chicago
IL 60601

Society of Real Estate Appraisers, 7 South Dearborn Street, Chicago, IL 60603

Society of Women Engineers, 345 East 47th , Rm 305, New York, NY 10017

Society of Wood Science & Tech., PO Box 5062, Madison, WI 52705

Soil Conservation Service, U.S. Department of Agric, Washington, DC 20402

Special Libraries Assn., 235 Park Avenue South, New York, NY 10003

* Speech Communications Assn., Statler Hilton Hotel, New York, NY 10001

Stacy Fabrics Corp., 469 Seventh Ave., New York, NY 10018

State of California, Employment Development Dept., 800 Capitol Mall,
Sacramento, Calif. 95814

State of California, State Personnel Board, 801 Capitol Mall, Sacramento, CA 95814

State of Florida, Department of Citrus, PO Box 148, Lakeland, Fla. 33802

State University of New York, College of Environmental Sci & Forestry
Syracuse Campus, Syracuse, NY 13210

The Tobacco Institute, Inc., 1776 K. Street, NW, Washington, DC 20006

Lever Brothers Co., 390 Park Ave., New York, N.Y. 10022

Texas Chiropractic Assn., 303 International Life Bldg, Austin, TX 78701

Textile Distributors Assn, Inc., 1040 Avenue of the Americas, New York, NY 10018

Traffic Clubs International, Administrative Service Center, 1040 -Woodcock Rd.,
Orlando, Fla 32803

Training for Business & Industry, Scranton, PA 18515

Norfolk County - Newton Lung Assn Inc., Tuberculosis & Respiratory Disease
Assoc. Inc., 745, High Street, Westwood, MA 02090

The Union Central Life Insurance Company, Box 179, Cincinnati, OH 45201

United Comm Planning, 14 Somerset St., Boston, MA. 02108

United States AFB, AWS/CSEP, Scott AFB, Illinois

U. S. Dept of Commerce, Employment Information Center, Room 1050, Washington,
DC 20230

U.S. Dept. of Agriculture, Forest Service, Washington, DC 20250

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Dear Madam/Sir:

Project CAREER, as a part of the Massachusetts Center for Occupational Education, is currently involved in a federally funded exemplary program to set up model career education systems in two Massachusetts high schools.

As a resource center coordinator working for Project CAREER at Bay City High School, I would be most interested in obtaining:

Thank you for your cooperation.

Jane Doe
Career Information Center
Coordinator
Bay City High School
50 Goodridge Road
Bay City, Massachusetts 01902

APPENDIX C

Career Interest Inventory Survey
Joseph Casello

A STUDY OF CAREER INTEREST TESTS AND THEIR POTENTIAL USE IN THE PRE-ASSESSMENT PHASE OF THE PROJECT CAREER-LYNN-KING PHILIP PROJECT

Joseph H. Casello, Ed.D.
Special Consultant to
Project CAREER
July 15, 1975

PREFACE

Project CAREER is about to enter a union with the Lynn and King Philip School Districts which promises to be exciting and productive. The major objective of this program is the development and testing of a computerized guidance system which records the progress of students in terms of job-related competencies achieved as they proceed through a vocational curriculum that begins with career exploratory experiences and terminates with "hands on" cooperative education relationships.

The absence of significant formalized career awareness/exploratory experiences in both local districts at the elementary and junior high school levels has caused some concern, however. Without this exposure for each student entering the program, it is difficult to determine how to maximize value from the eight-cluster exploratory unit to which all will be initially exposed. Thus, those responsbile for the program's success must consider seriously the development of a pre-assessment phase in an effort to counteract the identified shortcomings and to provide some of the needed data, even if they are of a superficial nature at best.

But what is the state of the art regarding career interest testing? What interest surveys have been marketed and, of these, which are the best? Moreover, what is the best way to introduce the pre-assessment phase to the local guidance counselors who will become very much involved in this as well as many other aspects of the experimental program?

It is to this problem in general and to the above questions in particular that this report addresses itself. Interviews have been held with persons in each of the local school districts. Educators have been queried as to the best interest testing devices available and asked their opinions regarding each of those reported to be superior. Each test identified as being of high quality has been examined with great care across a number of variables which will be explained fully within this report. In several instances, the interest tests were administered to young students and taken personally by the researcher to get a better "feel" for the usefulness of the instruments. Finally, the ERIC files have been searched for materials relative to interest exploration.

The above activities have resulted in some answers to the three questions posed above. They come in the form of recommendations for the use of specific interest instruments as well as the development of a process for working with counselors. An additional benefit, perhaps, is the uncovering of several sensitive issues which may have been unknown to Project CAREER staff. Hopefully, the results of this study will prove beneficial to the success of the program. If so, students will be the ultimate benefactors, and this is all that matters.

Many people are responsible for the production of this report. Dr. Fred Cole in Lynn and Mr. John Young at King Philip are due high praise for their patience with this researcher and their willingness to respond openly to my questions. Dr. John O. Post, Jr., Acting Director of Project CAREER, is owed a debt of gratitude for his willingness to assist where he could, and for support in general. Tom Harrington, Ray Wasdyke, and Bruce Tuckman were most helpful in their guidance concerning career interest tests and testing. And, finally, to those who typed the report from my scribbled notes, only those who know my lack of penmanship realize the debt I owe to the secretaries at Project CAREER.

PART II

In Search of a Career Interest Survey: Selection and Rationale

i. Preliminary Work

A major task affixed to this assignment was that of identifying reputable existing career interest surveys, examining them for content and purpose, and then recommending one or several to the Project CAREER administration for possible use in the Project's integrated program with the Lynn and King Philip School Systems. This section of the report covers the findings, recommendations, and rationale for the selection relative to the above charge.

Contact was made with several educational professionals for the purpose of identifying persons considered to be knowledgeable in the field of vocational career interest tests and testing. From the list of names generated as a result of this activity, and given the relative importance of this topic within the overall intent of the program as well as the time frame deemed appropriate for this investigation, three individuals were ultimately contacted. Two contacts were by phone while one involved both a telephone conversation and an extensive, in-depth interview.

The three persons contacted were: Dr. Bruce Tuckman, Educational Psychologist at Rutgers University in New Jersey, a person very much involved in career education projects and studies; Dr. Raymond Wasdyke, Project Director at Educational Testing Services in Princeton, New Jersey, who has worked closely with the guidance-testing staffs within ETS; and Dr. Thomas Harrington, Professor of Education at Northeastern University in Boston, who has spent the better part of two years in consulting capacity with ETS examining materials relative to determining individual career interests.

Discussions with these three gentlemen led to the selection, acquisition, and examination of eight major career interest surveys. They were:

1. Differential Aptitude Test - Career Planning Program
2. Harrington - O'Shea Career Decision Making System
3. Ohio Vocational Interest Survey (OVIS)
4. Kuder Occupational Interest Survey (OIS)
5 Strong - Campbell Interest Inventory
6. American College Testing Program - ACT Interest Inventory
7. The Self Directed Search (Holland)
8. California Occupational Preference Survey (COPS)

In addition to examining each instrument, when and where possible, explanatory materials and information on reliability and validity were also reviewed. To obtain a "feel" for current thinking on career exploration/interest development and testing in general, recent editions of several guidance periodicals were searched for pertinent articles. The Journals examined included Personnel and Guidance Journal, Vocational Guidance Quarterly, and School Counselor.

To complete the search for relevant materials and instruments, the ERIC files were utilized as a means of identifying additional information. The results of the search arrived during the finalization of this report, too late to be of paramount value. A quick scan of the printout did locate several interesting possiblities, however, and these have been ordered for subsequent perusal.

II. An Analysis of the Eight Instruments

An investigation of the eight interest measuring devices prompted an initial conclusion that any one of them would be reasonably acceptable, in terms of validity, reliability, and confidence that they would not lead to complaints from any public sector - as long as one assumes that interest testing at the junior high school level has any significant value in the first place.

Given a general level of acceptability for all eight surveys, an attempt was made to identify several variables by which a more meaningful comparison and differentiation among instruments could be made within the needs of the Project as understood by the consultant. The key variables were:

1. scoring procedure (self-scoring or computerized)
2. time needed for completion
3. relationship to Dictionary of Occupational Titles and Occupational Outlook Handbook
4. use of general reference group norms (same and sex)
5. extent of occupations included in survey (relative)
6. areas of interest included (relative)
7. clarity of instructions, activities, and explanations of results (relative)
8. vocabulary level
9. appropriate grade levels

The above variables were utilized to construct a matrix which allows for quick, simple comparison of each instrument in a meaningful way. Appropriate general remarks pertinent to each test have been added to the matrix as a way of summarizing the consultant's appraisal of each one (see Figure 1).

An examination of each of the eight career interest surveys by using the matrix variables allows for a rather quick elimination of several instruments. It can be seen that the ACT Interest Survey and the Kuder Occupational Interest Survey are inappropriate for inclusion in the pre-assessment portion of the Lynn/King Philip program. Both of these

	Scoring Procedures	Completion Time	Relationship to DOT and OOH	Used of Same Sex Norms
DAT Career Planning Program	Computer	30 Mins	DOT	No
Harrington-O'Shea	Computer	60 Mins	DOT OOH	Norms for specific Occs.
Ohio Vocational Interest Survey	Computer	60-90 Mins	DOT	Grade and Sex
Kuder Occupational Interest Survey	Computer	45 Mins	DOT OOH	Norms for specific Occs.
Strong-Campbell Interest Inventory	Computer	45-60 Mins	DOT OOH	Yes
ACT Interest Inventory	Computer	15-30 Mins	No	Yes College Norms
Holland Self Directed Search	Self Scoring	45-60 Mins	DOT	Job Scale
California Occupational Preference Survey	Self Scoring	45-60 Mins	DOT	Yes

FIGURE

Career Interest Instr

Used of Same Sex Norms	Extent of Occupations Included (Relative)	Areas of Interest Included (Relative)	Clarity of Instructions and Activities	Vocabulary Level	Appropriate Grade Level	Remarks
No	Limited to 100	Poor	Good	8th Grade	Senior High	Must Take DAT First
Norms for specific Occs.	Excellent	Good to Excellent	Good	8th Grade	Junior-Senior High	Number One Choice
Grade and Sex	Excellent	Good to Excellent	Good	8th Grade	Junior-Senior High	Excellent Instrument
Norms for specific Occs.	Good	Good	Good	6th Grade	Grades 10-15	For Older Students
Yes	Limited to 100	Good	Good	Good	Senior High	Quite Complex and Sophisticated
Yes College Norms	Not Appropriate	Not Appropriate	Good	Good for Older Students	High School Senior	For College-Bound Student
Job Scale	Fair to Good	Good	Fair	8th Grade	Junior-Senior High	Prone to Scoring Error
Yes	Fair	Good	Fair	Good	Junior-Senior High	Poor Instructors

FIGURE I

Interest Instrument Matrix

instruments have been developed for use by students above the junior high school level. While both are creditable survey devices, they are also too sophisticated for the purposes to which they would be put to use.

The Holland Self-Directed Search and the California Occupational Preference Survey are similar in that they both use the self-scoring technique. They are each relatively simple to use and provide a rather enjoyable testing experience. Self-scoring, however, presents potential problems at the junior high school level in that we must assume a certain degree of maturity in following directions and then scoring the results accurately. This probelm is compounded by the directions to students for scoring, which leave something to be desired.

Presuming that the student proceeds to this point correctly, one has to wonder whether the explanation provided for understanding the meaning of percentiles does, in fact, lead to comprehending this important concept. While a counselor could and probably should be used to insure the correct interpretation of the results, the need to do this diminishes the value of the self-directed approach.

One further comment on the Holland survey, is that a portion of this instrument asks the student to comment on his/her competency relative to a number of specific skill-oriented activities. There is a serious doubt as to whether most students at the junior high school level have been exposed to a sufficient quantity of these activities. This being the probable case, one must wonder whether the average student might incorrectly respond to this section from a feeling of failure if enough of the competencies are not marked as having been achieved. If this is the case, the final student profile is then seriously distorted. It is interesting to note that the consultant's personal interest profile was signficantly different on each of the self-scoring instruments. As both were taken within a twenty-four hour period of time, one can only speculate as to the reasons for this difference.

The Strong-Campbell Interest Inventory is a sophisticated amalgamation of measured student interest in specific occupations, groups of closely related occupations, and general interests across six general occupational interest themes. It would appear to be the epitomy of detailed career interest inventories available today.

Three specific problems seem inherent in the Strong-Campbell instrument, two dealing with format and the other being more philosophical in nature. The authors of this survey admit that only one hundred occupations form the foundation for the student profile. While not a problem of major proportions in itself, this limitation assumes greater significance when compared with the other interest surveys. Why use a test which does not provide as broad a perspective as do competitive devices.

Another concern is the extent and complexity of the information provided to the student. Not only is the quantity of data issued more than would be needed at the pre-assessment stage of the program, but the profile format necessitates sophisticated interpretation. Much time will be needed for dialogue between counselor and student in order to realize the full value of the available information.

Finally, the Strong-Campbell device uses the general reference norming groups along with sexual distinctions as a basis for determing individual interest patterns. Holland comments extensively on the superiority of identifying such patterns by using norming groups from specific occupations as a way to make comparisons. The trend appears to be toward the latter approach, and while much greater expertise in the area of interest test development is needed to assure meaningful commentary on this subject, those using the interest survey must be aware of the distinction. From a pragmatic point of view, Holland's arguments seem meaningful.

The Career Planning Program, produced by the Psychological Corporation, has one outstanding feature. It is the one interest instrument with aptitudes. This feature is enhanced by the fact that both Lynn and the King Philip Regional School System presently use the Differential Aptitude Test (DAT) at the junior high school level. This means that the Career Planning Instrument could be easily added to the already existing testing program and would necessitate only an additional thirty minute time period.

The desire to quickly recommend the use of the DAT program in the Project is tempered by several potential drawbacks, however. Again, for example, we have only one hundred occupations used as the foundational base for developing the instrument. Students have an opportunity to add occupations which they think they might like, but this would probably not happen in too many instances with junior high school students who have experienced limited exposure to career exploration.

Another source of consternation is the fact that this instrument requires student response to occupations rather than job-related activities. The latter type of response would appear to be more meaningful for younger students. It would also most likely produce the more gross approach to interests, an approach more commensurate with the intent of the pre-assessment phase of the endeavor.

Despite its shortcomings, the Career Planning Program has some potential use in the program. Depending upon the eventual structure and direction of the interface with Lynn and King Philip, this instrument should be seriously considered for use later in the program. Perhaps it could be used in a follow-up, post-test situation with older students who have been exposed to the programmatic treatment for some time. Its use at the pre-assessment stage seems questionable, however, unless the fact that the DAT is already being used in the local systems becomes an overriding factor.

The Ohio Vocational Interest Survey (OVIS) appears to be one of the two best inventories examined in this study. It seems to combine completeness of coverage in terms of occupational areas included with simplicity of use. It is neither oversimplified nor unnecessarily complex. An interesting and useful feature of the OVIS is the availability of reference norms by grade level, data which might be important in the type of program being planned.

The validity and reliability tests for the OVIS would appear to support the legitimacy of the instrument, and preclude any potential concerns among interest group members with whom Project CAREER must be concerned. The instrument's presentation format lends itself to easy extrapolation of the kinds of information which are beneficial to the Project. The use of OVIS in the pre-assessment phase should be carefully considered by the administration at Project CAREER.

It is the recommendation of this consultant, however, that the Harrington-O'Shea Career Decision Making System be considered initially by Project CAREER before turning to any of the other interest surveys. The major reason for this position is that Harrington and O'Shea have incorporated all of the advantages found in the OVIS with a computerized printout that is vastly superior to anything reviewed to date. The beauty of this format is that it seems to combine the best features of all the profile formats reviewed in such a simple and personalized way that makes it downright exciting to use. Moreover, the authors of this instrument have constructed and are in the process of completing the validation of their own survey which promises to include features which improve upon the OVIS, no small feat in itself.

Another factor to be considered in recommending the Harrington-O'Shea instrument is the availability of one of the authors, a gentlemen well known to the Project CAREER staff. This proximity could mean considerable counsel as to the use of and interpretation of the profile as well as the presence of expertise related to interest/aptitude testing in general.

In summation, two of the interest inventories would appear to be appropriate for use at the pre-assessment stage. Between these two, one seems to be slightly superior because of its better reporting mechanism, all other features being equal. A third survey is worthy of consideration because of its relationship to existing testing procedures in the two related school systems, but probably would serve a more meaningful role if it were used at a later stage in the development program.

PART III

A Suggested Model for Interfacing with Guidance Counselors in Lynn and the King Philip Regional School District

The nature of the career interest surveys recommended in this report for use by the Project CAREER staff in its joint undertaking with the Lynn and King Philip School Systems virtually preclude the need for any detailed preparatory period for counselors who will be involved in related career interest testing activities. This being the case, it seems more important to concentrate on identifying the major ingredients of a more generalized activity which has, as its primary goals, the introduction of Project CAREER and the nature of its activities in the respective local school districts and the creation of joint understanding as to role expectations for both local counselor groups and Project CAREER staff. Therefore, the remainder of this section deals with outlining the most important steps in a process which hopefully will lead to a realization of the two intended outcomes.

1. Prior to interacting with the local guidance personnel, the Project CAREER administration should give careful thought to: (1) the identification of all areas of the program that will necessitate responsibilities to be assumed by the local guidance personnel; (2) specifying, as completely as possible at this preliminary point in time, the exact nature of the tasks to be assumed by the guidance personnel; and (3) the identification of in-house provisions for monitoring the completion of such tasks, including related responsibilities to be assigned to Project CAREER personnel, support materials and resources eminating from Project CAREER, etc. This type of preliminary planning should be viewed as essentially a brainstorming, fanticized ideal plan, tempered by a reasonable amount of realism, which will be modified by local input.

2. The tentative plan in step #1 above should be presented to the appropriate administrative people in Lynn and at King Philip. The primary charge to these local school system representatives will be to eliminate anything from the plan which is unreasonable from the local school perspective. This step will: (1) continue and enhance trust and communication between the respective administrations; and (2) greatly eliminate the possibilities of presenting the program to counselors in an unrealistic and unfavorable light because of ignorance regarding certain variables and factors within the local districts about which Project CAREER personnel could not have been aware. The local sensitivity to extensive testing in the King Philip region which was uncovered in this study is one example of the types of "red flags" which can be uncovered during this step.

   This meeting with local administrators can also be used to discuss a format for meeting with local counselors. While the inputs from the local administrators regarding a meeting or meetings of this type will probably be quite realistic from their point of view, the Project

CAREER staff can use such inputs as a starting point for additional planning and brainstorming. It probably also precludes the need for further interaction with local administrators regarding this topic.

3. An initial meeting should be planned for local guidance personnel. This session could involve counselors from both local systems, or could be held separately with each group, depending upon the similarities of role expectations and activities planned for each district.

While possessing a pre-conceived design concerning role expectations for the counselors, this first meeting should not be viewed as having the major purpose of promulgating that plan to the counselors in a deliberate, unilateral, somewhat arbitrary manner. Rather, the intent of the gathering should be viewed to be that of: (1) presenting an overview of both Project CAREER and the program about to be initiated; (2) introducing the tentatively anticipated input that could be made by the counselors; and (3) providing an opportunity for the counselors to respond to the program and the role designed for them.

At least two sessions within this initial meeting are imperative. The first session should have the singular objective of presenting the counselors with all of the information they will need to respond in a meaningful way as to the role they would see for themselves. This could be a lecture - slide tape presentation and a question and answer period.

The second phase of the meeting would focus on a series of small group discussions, each group to include a Project CAREER staff member, with the purpose of developing a reaction from the counselors to the program presented to them. Reports from each small group should include the inputs counselors feel that they could make to the program.

At this point, one of several directions might be indicated. Based upon the pre-conceived plan developed in steps #1 and #2, which has been used as a way of evaluating the value of the response from counselors and other local personnel, Project CAREER personnel must decide what the degree of agreement is at this juncture. Perhaps the counselors agree completely with the program and their suggested role in it. If so, psychological agreement can be consummated and the program can proceed. Perhaps the counselors need more input or more time to think through their role. If so, perhaps a second meeting will be needed, at which the counselors will be better prepared to respond meaningfully.

A third possibility is that the response from counselors is unique or goes beyond the thinking of the Project CAREER staff such that Project CAREER might need some time to think through the implications of the response. If so, a second meeting will be needed, this time with Project CAREER responding.

A fourth possible outcome of the initial meeting is that the counselors are unreceptive or hostile to the program and their role in it. In this case, perhaps a second meeting would include the local school administration as a third party to assist in resolving serious differences. Points of disagreement could be communicated, completely aired, and negotiated compromises agreed upon. Perhaps additional meetings will take place depending upon the number of conflict points and the degree of feeling about each one.

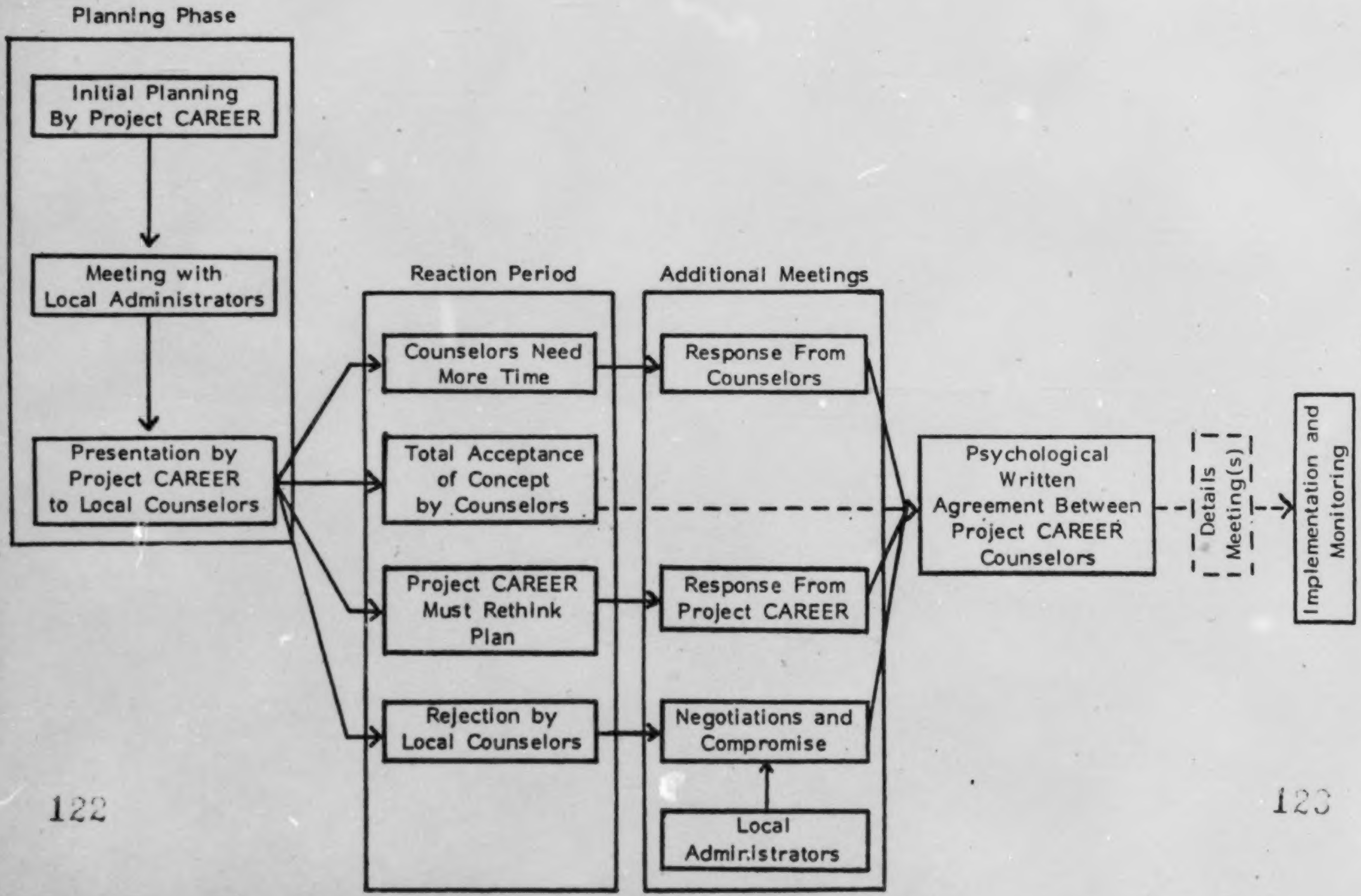
Figure #2 represents an illustration of the process being outlined in this section. The model emphasizes the various direction which might result from the initial meeting between counselors and Project CAREER staff and the activities that must ensue if final resolution and program implementation are to be realized.

4. Based upon the ultimate direction as a result of the activities presented in step #3 above, the next point in the process could be one of several activities. Step #4 might be the implementation and monitoring of program activities. It could be a second meeting between Project CAREER staff and counselors for one of the three purposes indicated under the "additional meetings" section of the model. In either event, the completion of this step should see a firm commitment, either psychological alone or both psychological and written, between Project CAREER and the guidance people as to the need for the program, the role expectations which each group holds for the other, the activities to be completed and the assignment of responsibilities, and the tentative timetable for program initiation.

5. Given the successful arrival of all parties at the end point of step #4, there may well be need for at least one more meeting prior to the actual beginning of activities. The psychological contract may be in terms of general themes, roles, and intended outcomes. There will most likely be the need for those within the Project who have specific monitoring functions to meet with the counselors to discuss very specific details of activities still demanding final resolution. For example, the counselors may wholeheartedly agree to the need for a pre-assessment testing sequence, but to this point a specific survey instrument may not have been discussed or selected. Thus, an agenda item for a meeting would be Project CAREER's recommendations, counselors' response, and group resolution concerning the instrument(s) to be used. The remainder of the meeting agenda might be consumed with similar details.

FIGURE 2

A MODEL FOR INTERFACING WITH
LOCAL GUIDANCE COUNSELORS


Planning Phase
Initial Planning By Project CAREER
Meeting with Local Administrators
Presentation by Project CAREER to Local Counselors
Reaction Period
Counselors Need More Time
Total Acceptance of Concept by Counselors
Project CAREER Must Rethink Plan
Rejection by Local Counselors
Additional Meetings
Response From Counselors
Response From Project CAREER
Negotiations and Compromise
Local Administrators
Psychological Written Agreement Between Project CAREER Counselors
Details Meeting(s)
Implementation and Monitoring

Perhaps the initial meeting in the process suggested here will have been productive to the point of resolving much of the necessary detail work. It would seem unlikely, however, that such would be the case. The purpose and extent of the initial meeting precludes the introduction of too many detail items for fear that much of the potential benefit from this session might be dissipated if such is the case. Making provisions in the overall timetable for the detail focus type meeting would be wise forethought in the planning process.

PART IV

A Brief Description Of Each Career Interest Instrument

California Occupational Preference Survey (COPS)
Educational and Industrial Testing Service
San Diego, California 92107

The COPS is designed to help students define the kinds of work in which he/she is interested. The instrument presents 168 activities related to occupations which are arranged into fourteen occupational groupings. The student is asked to disregard salary, social standards, or future advancement when considering a response to each activity.

The student is asked to read each activity statement and respond in one of four possible ways: (1) "would like very much," (2) "would like somewhat," (3) "would not like," and (4) "would dislike very much." There is no time limit for completing all of the responses, the best estimate being approximately thirty minutes for the average junior-senior high student. An instructional booklet with directions for self-scoring accompanies the interest instrument.

The end product of the COPS is a student graphic profile across the fourteen occupational categories. The graph is constructed so that it can be compared to percentiles established from group referenced norms. Separate norms have been established for males and females.

Several difficulties seem inherent in the COPS. Of particular concern is the fact that self-scoring may lead to errors which will affect the profile configuration. Scoring instructions are judged to be potentially difficult for some students, and the information relative to the meaning of percentiles leaves room for improvement.

Another concern lies with the derivation of the representative occupations contained in the instrument. It appears hard to eliminate sexual bias and stereotyping while reacting to the representative activity statements. Also, one wonders about the selective process used for the areas represented in the instrument.

Finally, while all interest tests need supplemental career exploratory materials as a next step, this would seem especially so here in comparison with a majority of the other instruments examined in this study, directions to the student for exploratory follow-up seem incomplete, making the presence of a counselor imperative.

ACT Interest Inventory
American College Testing Program
P.O. Box 168
Iowa City, Iowa 52240

The ACT Interest Inventory is desgined to describe an individual's interests along meaningful dimensions and to use this information in exploring the similarity of the individual's interests to the interests of college seniors in various educational program majors. When combined with other relevant data, it is hoped that the student is more adequately prepared to make sound educational decisions.

This instrument contains ninety items and takes approximately fifteen minutes to complete. Because it is part of an extensive career planning package, it is not sold as a separate instrument.

The ninety items forming the core of the Inventory are predicated on six basic interest dimensions: (1) science, (2) creative arts, (3) social service, (4) business contact, (5) business detail, and (6) technical. These dimenisons are claimed to have been developed from Holland's theory of personal career orientation, the foundational basis for the Self Directed Search which has been summarized elsewhere in this section.

Individuals are asked to respond to the career related activity items on a five-point scale from "dislike very much" to "like very much" to indicate the degree to which they would like doing that activity. An average item score is calculated for each scale by summing the student's item responses and dividing by the number of items answered for that scale.

An individual's percentile rank is reported numerically and graphically in the ACT Profile Report using same-sex norms for each interest scale. The normative information is based on 3,439 college bound students (1,430 men and 2,009 women) who took the ACT Interest Inventory and the ACT Assessment. The sample is slightly over-represented with Midwestern students and underrepresented with Eastern and far Western individuals.

The final product is a computer scored and plotted representation of the student's interest profile on a circular grid. Interests similar to those in a reference group can be determined by identifying those occupational areas closest to where the student is placed on the grid. Those areas farthest from the student's placement point represent job categories where the student shows little interest compatibility.

This Inventory has many potential problems. All are academic, however, because of the fact that the survey is for high school seniors and emphasizes educational rather than vocational planning. The ACT Interest Inventory would seem to serve little or no purpose in the intended program.

Kuder Occupational Interest Survey (OIS)
Science Research Associates Inc.
259 East Eric Street
Chicago, Ill. 60611

The Kuder Occupational Interest Survey purports to introduce several innovations in the measurement of interests. Chief among these is a new concept in scoring, which results in better discrimination between occupational groups than has been demonstrated by other approaches.

The traditional approach to developing an occupational scale has been to compare the interests of the members of a specific occupational group with those of a general reference group and to weight the items accordingly. Although this procedure produces useful results, a great deal in sharpness of differentiation is sacrificed in the process. In the OIS, better differentiation is achieved by eliminating use of a general reference group representative of men in general or women in general. It can now be said with considerably more confidence that a person's pattern of interests is, for example, more like that typical of chemists than of pediatricians, or more like that typical of buyers than of electricians.

An important additional feature is the availability of scores showing the degree of relation between the individual's interest pattern and the patterns characteristic of students in 48 college-major groups.

More than 12,000 seniors in their last month at 119 colleges and universities who were satisfied with their choice of college major contributed the data used as the basis for these scores.

The OIS also represents an advance over earlier interest inventories with respect to their usefulness for women. Of the 114 occupational scales, 37 have been developed on women subjects. Of the 48 college-major scales, 19 have been developed on women subjects. Since May 1974 all subjects receive scores on all scales, regardless of sex. Because the procedure employed in the OIS does not require a general norm or reference group, the establishment of appropriate general norms for men or for women -- a difficult problem in the past ceases to be an obstacle.

All subjects in the occupational criterion groups have been employed in their occupations for a minimum of three years and have met other specified standards of job satisfaction. In almost all cases, samples were composed of people from all parts of the United States. Data are continually being collected from additional groups. In the fall of 1968 two new occupational scales and sixteen new college-major scales were developed from data collected in 1967 and 1968.

The OIS scales represent a wide range of occupations and college majors. There are 171 scales in all. Seventy-seven occupational scales and 29 college-major scales have been normed on groups of men, and 37 occupational scales and 19 college-major scales on groups of women. In addition, there are 8 experimental scales on which scores are reported for each individual. It is expected that they will prove useful in studies of masculinity-femininity, maturation of interests, and dissimulation or faking. The Verification (V) scale provides a check on the confidence that can be placed in a person's answers.

The reading vocabulary of the OIS is at approximately the sixth-grade level, and references to specific occupational titles have been avoided. The items in the OIS are the same as thoe used in Form D of the Kuder Preference Record. The 100 triads, for each of which the subject marks a most preferred and a least preferred activity, have been found to evoke highly differential marking of responses by people in a wide variety of occupations and other reference groups. There are six possible patterns of response for each triad, or a total of 600 patterns. The number of possible combinations of patterns across the 100 triads is 6^{100}, or virtually countless millions. There are no time requirements for completing the instrument, although most people will take about thirty minutes.

The OIS is intended for use in the following situations:

1. With high school students in the eleventh or twelfth grade, to supply information that may help them in making a vocational choice or deciding tentatively on a field of study.

2. As early as the end of the tenth grade, with individuals who are likely to drop out of high school before graduation and who need help in identifying occupations at their level of skill that are consistent with their interests.

3. With college freshmen, in group sessions or individually, to help them in selecting a major field of study.

4. With adults in employment counseling and placement and retraining centers, or with any other adults contemplating a change of occupation, to help identify fields consistent with their interest patterns.

Students receive an interpretive leaflet along with scores on a computer printout. Although well done, the leaflet is relatively sophisticated. A General Manual is well done and gives excellent background information on the instrument. Numerous references to additional sources of career information are provided.

This is a well constructed device. It does not appear to be applicable, however, because of the age groups to which it is directed. Depending upon the ultimate direction and extent of involvement with the LEA's, this inventory should be reconsidered at a later date when assessment needs are more clearly defined and necessitate a more sophisticated approach.

Ohio Vocational Interest Survey (OVIS)
Harcourt, Brace, Jovanovich, Inc./Test Dept.
757 Third Avenue
New York, New York 10017

OVIS is a new interest inventory designed to assist students in grades eight through twelve with their educational and vocational plans. With its Data-People-Things approach to occupational counseling, OVIS is ideally suited for group and individual exploration of the world of work.

In order to enhance interpretations of a student's measured interests, OVIS combines an information questionnaire with the interest inventory. The results of the questionnaire provide the student and his counselor with valuable background data for interpreting the interest scores. In addition, a school-wide summary of the questionnaire furnishes useful information for planning guidance services and curriculum changes.

The interest inventory profiles a student's interests along 24 scales. These scales represent the entire spectrum of occupations as defined in the 1965 edition of the Dictionary of Occupational Titles. Thus, the interest scores can be interpreted in terms of actual jobs that a student may wish to investigate.

To ensure a representative sampling of vocational interests, OVIS was standardized in areas selected to provide a cross section of the jobs comprising the world of work. Geographical differences in the world of work were accounted for by dividing the country into ten geographical regions. Ten states were identified as representative of the ten different regions. These states were Alabama, California, Colorado, Iowa, Massachusetts, North Carolina, Ohio, Oregon, Pennsylavnia, and Texas.

In each state, school districts were drawn from the urban, suburban, and rural areas identified by census data as having employment patterns approximating those of their state. A total of 43 school districts was selected and during February 1969, over 45,000 students in grades 8-12 took part in the national standardization program.

National norms are based on the standardization sample, and are reported separately for each grade and sex. Thus, a tenth-grade girl can compare her interests with those of tenth-grade girls in the national reference group. Local percentile rank and stanine norms can be requested in addition to or in place of the national norms. The local norms are based on grade and sex reference groups. To ensure meaningful local norms, each local reference group should comprise a minimum of 100 students.

OVIS combines the 7-item Student Information Questionnaire and the 280-item Interest Inventory in a machine-scorable form. The reading level has been carefully controlled so that OVIS is appropriate for use at the eighth-grade level and above. There is no set time limit for administration, but high school students usually complete OVIS in sixty to ninety minutes.

The first six questions of the Student Information Questionnaire gather background information about the student's occupational plans, subject area preferences, curriculum plans, post-high school plans, and vocational course interests.

Question 7, the Local Survey Section of the Questionnaire, enable the school to ask up to eight additional questions pertinent to the local situation.

The Interest Inventory asks the student to respond to job activities by selecting one of five possible responses ranging from "dislike" through "neutral" to "like." The student booklet is well constructed, presenting instructions in a clear, concise manner. The single page answer sheet is easy to use and is much simpler than most other surveys.

The results of OVIS are presented in the form of student reports and school summaries. These are machine scored and reported. The Student Report presents:

a. scale interest scores which express the strength of the student's interests

b. percentile ranks and stanines which enable comparisons of the student's interest scores with those of students in the normative sample

c. scale clarity scores which show how consistent the student's responses are within each scale

d. the student's responses to the Questionnaire items.

The Summary Reports present the numbers and percents of students choosing the various options on the Questionnaire. These data furnish the school with useful information for planning guidance services and curriculum changes.

OVIS may be used:

a. to help students choose a high school program and make post-high school plans

b. to help potential dropouts make vocational plans consistent with their interests and abilities

c. to assist guidance counselors in planning occupational units for group guidance classes

d. to serve as a basis for building an occupational information file

e. to help administrators plan for curriculum expansion

f. to identify groups of students interested in specific educational and vocational programs.

The comprehensive coverage of the world of work provided by the twenty-four interest scales makes OVIS compatible with major occupational information and guidance tools such as the General Aptitude Test Battery, the Dictionary of Occupational Titles, the Occupational Outlook Handbook and related releases, and national and state publications on labor and occupations.

This is one of the better instruments examined. It combines completeness of coverage (all occupations in the 1965 DOT) with simplicity of use. It is neither oversimplified nor extremely complex. The validity and reliability results support the legitimacy of OVIS. While there is no need for all of the information available on the printout, the presentation format lends itself to easy extrapolation of the types of data beneficial to the intended program.

THE 24 INTEREST SCALES

After identifying the 24 interest scales, items representing the 114 worker trait groups were drawn from job definitions as presented in the Dictionary of Occupational Titles. The 24 scales are briefly defined below:

1. Manual Work -- Unskilled use of tools and routine work usually done by hand.

2. Machine Work -- Operating and adjusting machines used in processing or manufacturing.

3. Personal Services -- Providing routine services for people as a waiter, waitress, usher, household worker, etc.

4. Caring for People or Animals -- Routine work related to the day-to-day needs of people or animals.

5. Clerical Work -- Typing, recording, filing, IBM kep punching, and other clerical or stenographic work.

6. Inspecting and Testing -- Sorting, measuring, or checking products and materials; inspecting public facilities.

7. Crafts and Precise Operations -- Skilled use of tools or other equipment as in the building trades, machine installation and repair, or the operation of trains, planes, or ships.

8. Customer Services -- Conducting business relations with people as in retail selling, accepting reservations, receiving payments, or providing information.

9. Nursing and Related Technical Services -- Providing services as a nurse, physical therapist, X-ray or medical laboratory technician, or dental hygienist.

10. Skilled Personal Services -- Providing skilled services to people such as tailoring, cooking, barbering, or hairdressing.

11. Training -- Instructing people in employment or leisure-time activities. Also includes animal training.

12. Literary -- Writing novels, poetry, reviews, speeches or technical reports; editing, or translating.

13. Numerical -- Using mathematics as in accounting, finance, data processing, or statistics.

14. Appraisal -- Determining the efficiency of industrial plants and business, evaluating real estate, surveying land, or conducting chemical or other laboratory tests.

15. Agriculture -- Farming, forestry, landscaping, or the related fields of botany and zoology.

16. Applied Technology -- Application of engineering principles and scientific knowledge to the design of structures and machines.

17. Promotion and Communication -- Advertising, publicity, radio announcing, journalism, news information service, interviewing, recruiting, also providing legal services as a judge or lawyer.

18. Management and Supervision -- Administrative or supervisory positions, such as a shop foreman, supervisor, school administrator, police or fire chief, head librarian, executive, hotel manager, or union official. Includes owning or managing a store or business.

19. Artistic -- Interior decorating, display work, photography, commercial and creative art work, or artistic restoration.

20. Sales Representative -- Demonstrating and providing technical explanations of products or services to customers, selling and installing such products or services, and providing related technical assistance.

21. Music -- Composing, arranging, conducting, singing, or playing instruments.

22. Entertainment and Performing Arts -- Entertaining others by participating in dramatics, dancing, comedy routines, or acrobatics.

23. Teaching, Counseling, and Social Work -- Providing instruction or other services to schools, colleges, churches, clinics, or welfare agencies. Includes instruction in art, music, ballet, or athletics.

24. Medical -- Providing medical, surgical, or related services for the treatment of people or animals.

Strong-Campbell Interest Inventory
Stanford University Press
Palo Alto, California

The Strong-Campbell Interest Inventory is a forced-choice instrument which attempts to provide a student with interest ratings on three different types of scales:

1. specific occupational scales - a comparison of the student's interests with those of a normed reference group for a number of specific occupations. Both high and low scores are printed depicting similar and dissimilar interests in comparison to those in a variety of specific occupations.

2. occupational group scales - these depict the average degree of a student's interest as measured in several closely related occupations. Again, normed comparisons are used, but this time only the highest scores are printed on these scales.

3. basic interest scales - these depict the student's general interests, as compared to reference group norms, across six general occupational scales:

R-theme	(realistic)	S-theme	(social)
I-theme	(investigative)	E-Theme	(enterprising)
A-theme	(artistic)	C-theme	(conventional)

In addition to the above type of information, the Student Profile shows a combination of all three types of interest scales. Several non-occupational scores including academic, managerial interest, and age related comparisons are included, but the authors warn that these should be used with caution.

The Strong-Campbell is easy to administer and is machine scored. The student receives both a verbal narrative of his/her interests on the three basic scales as well as a highly complex hexagonal graphic of his/her interests in a combination of all three sets of interest scales. Specific occupations listed on the printout include both DOT and Occupational Outlook Handbook reference codes for further exploration.

The difficulty in describing this inventory signifies the complexity of the profile. While interesting and informative once one understands the nature and significance of the profile, it is highly doubtful that anything less than extensive interpretive aid from a counselor would suffice to insure a meaningful outcome and experience for the student. The Strong-Campbell Interest Inventory, as can be determined by this review, appears to be a valid, reliable, and worthwhile exercise, even though a limited number of occupations (100) seem to be represented. The complexity and extent of information produced by this survey, however, are beyond the scope of the Project's endeavor in Lynn and at King Philip.

The Self Directed Search
Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306

This is a self-scoring inventory developed by John Holland that helps students identify career interests by focusing on six major themes around which occupations have been clustered. The test is rather short, taking less than one hour to complete, and is written at an eighth grade reading level. A revised edition with a lower reading level and simplified scoring instructions will be marketed in the near future.

After being asked to daydream briefly and then to list up to eight occupations one has recently thought about as being something he/she would like to do, the student is asked to respond, either "like" or "dislike," to a series of activities, competencies, and specific occupations. These areas are grouped into six scales or classifications of jobs developed by Holland: (1) Realistic, (2) Investigative, (3) Artistic, (4) Social, (5) Enterprising, and (6) Conventional. In each instance, the student is asked to sum the number of "likes" for each scale within each of the three general areas (activities, competencies, and feelings about specific occupations).

A significant section in the Self Directed Search requests the student to rate him/herself from one to seven as to certain skills-ability areas. These areas are: (1) mechanical, (2) scientific, (3) artistic, (4) teaching ability, (5) sales, (6) clerical, (7) manual, (8) math, (9) musical, (10) friendliness, (11) managerial, and (12) office. These twelve areas are broken into two sub-divisions, the first six areas comprising the first sub-division and the last six the second one.

The Search concludes with the student constructing a series of graphs and determining his/her major areas of interest by identifying which three of the Holland scales contain his/her highest scores. This computed score is then used to identify specific occupations most similar, in terms of the Holland scales, to the student's recorded interests.

Several potential problems were uncovered in this test. They are:

1. Scoring instructions are somewhat difficult to follow and, consequently, may lead to numerous scoring errors. This fear was borne out when two students who took the test for the consultant made errors while taking the test. The brevity of the survey produces serious alterations in outcome as a result of these mistakes.

2. There is serious doubt whether many youngsters in junior high school have experienced or have sufficient knowledge about enough of the competencies to make the outcome meaningful. If such is the case, younger students may become anxious about their lack of knowledge and consequently distort their profile by falsely checking items.

3. Interest testing, by its very nature, cannot, nor perhaps wants, to avoid self-assessment. But within the context of the second criticism noted above, the amount included in the Search seems unrealistic. Observations of the two youngsters who took the test would tend to substantiate this concern.

DAT (Differential Aptitude Test)
Career Planning Program
The Psychological Corporation
304 East 45th Street
New York, N.Y. 10017

The DAT Career Planning Program is a modification in the method for collecting, interpreting, and reporting test data from the Differential Aptitude Test (DAT) in conjunciton with addition information about students at the time of testing. This modification in reporting consists of the addition of a written report which interprets the educational and vocational planning implications of the student's DAT scores. It takes into account his educational goals as well as his/her expressed interests in fields of work and representative occupations. These are grouped in such a way as to put the emohasis on types of school subjects and types of work rather than on specific courses and occupations, thus allowing for the changes in specific interests which characterize the high school years. The written reports are based on accumulated evidence on the clustering of school subjects and occupations, on the educational and occupational significance of aptitude tests, and on the interpretations made by trained and experienced counselors.

The DAT Career Planning Program consists, in addition to the DAT, of the Career Planning Questionnaire and the DAT Career Planning Report. The Questionnaire collects needed data on student status, interests, and goals. The Report can be used by counselors in interviews with students, parents, etc.

Pupil data collected via the Questionnaire on sex, grade, and age: interest in 92 different school subjects, activities, and sports, first singularly and then as 18 groups; expected educational goals; class standing, by quarters; and interest in 100 specific occupations, first singularly (with the opportunity to write in a specific job if it is not included in the printed list) and then as 20 groups of occupations. These last groupings are on the DOT classification system, slightly modified for the better classification of certain occupations; the occupations were selected for their representativeness and similarity. A glossary is included to increase student understanding.

The DAT Career Planning Program includes a standard computer-produced profile of the student's DAT scores, and a pre-printed statement which describes the tests and their interpretation and orients the student to the career report printed by the computer. The student's vocational choices are interpreted in the light of his DAT scores, educational aspirations, school subjects, and activity preference. It is a personalized report, written especially for each student, and produced by the same computer program which reads the Questionnaire and scores the test. Definitions of the aptitudes measured by the DAT are printed on the back of the report, as well as the 18 groups of school subjects/activities and 20 groups of occupations, to give the student a general idea of the meaning of each of the scores on his profile and to allow for a review of the materials presented on the original Questionnaire.

Approximately 30 minutes will need to be added to the beginning of the testing schedule for the DAT (3½ hours) to for completion of the Questionnaire. It is recommended that the Questionnaire be administered in a separate session a day or more in advance of the regular testing session, particularly at the lower grade levels.

This instrument appears to be well planned and has added legitimacy from the fact that it was developed by Donald Super. Two potential difficulties are apparent, however. Roughly 100 occupations are included in the Questionnaire. While students have an opportunity to write in additional jobs, experience would indicate that this probably does not happen too often.

Secondly, interest response on the student's part is to occupations rather than activities. Perhaps the latter approach would be better for junior high school youths who might understand the activity and not the job per se. Responding to activities seems to be a grosser approach to interests, a more appropriate level for younger people.

One outstanding advantage of this program is the integration of aptitudes and interests, a mix not found in the other instruments reviewed. Given the nature of the Project CAREER Program, and the fact that both Lynn and King Philip presently use the DAT, this instrument should be considered for inclusion somewhere within the planned program.

Harrington-O'Shea Career Decision Making System
American Bank Services, Inc.
Mr. Robert Hall
261-2252

The Harrington-O'Shea Career Decision Making System is the product of two years of extensive research on all major career interest inventories. The result of this effort is an instrument which has de-emphasized the wide use of normed reference groups in reporting to students on the results of testing and has created an occupational data bank across twenty-four categories which are claimed to cover 95% of all presently existing jobs. While relying heavily at present on the Ohio Vocational Interest Survey (OVIS) for identifying career interests, the authors are completing validation studies on their own instrument which will be more compatible with the computer printout they have developed.

The format for the Career Decision Making System is similar to that employed by the OVIS. Interest scores are translated into occupational group choices and are divided into High - Middle - Low groupings. Exemplary jobs are provided for each category in which the student has a high interest score. These jobs are presented in a hierarchial fashion, depicting a continuum from highly skilled, professional to those which might be considered as entry level positions.

Special attention is given on the Harrington - O'Shea instrument to providing the student with meaningful support data for further career exploration in the areas of high interest. In addition to direct ties with the Occupational Outlook Handbook via specific page references to exemplary occupations, sample job activities and training requirements are also provided. Special mention is also made of the relationship between the occupational areas of interest and the importance of data, people, and things in these areas.

Commentary is made on the fit between the student's school subject preference and interests. Necessary abilities are also mentioned, as well as the national employment outlook in areas of high personal interest.

The Computer Report concludes with commentary on what the student should do next in his career exploration. A matrix for organizing materials and planning further exploratory activities is also provided.

PART V

General Recommendations

1. Several disturbing factors pertaining to the local school systems suggest that the initial design of the pre-assessment package be kept simple. As noted earlier in the report, there is a sensitivity in the King Philip District to testing of students, while in Lynn the Counselors are relatively few in number and spend too much of their time as disciplinarians, truant officers, etc., at the expense of counseling activities.

   Part III of this report presents a model for an initial approach to counselors in the two school districts. The philosophical basis for the model is that of allowing these counselors an important voice in shaping the pre-assessment phase, an approach which is gaining acceptance as the right way to develop a program. While allowing those who must implement the unit a strong role in its design, the model also enables the Project CAREER staff to confirm or refute the suspicions presented by this consultant. Based on the results of the suggested interaction process, the design for pre-assessment during the first year can be finalized with more certainty than is possible at the present moment.

2. More information is needed on the specifications for the eighth grade career exploratory program at the King Philip Junior High School. Specific questions as to what students are admitted to the program, the criteria for admittance, and the curricular design should be addressed to representatives of that District when they meet with Project CAREER staff in the near future.

3. It is suspected that the program administrators in the King Philip District have already begun to develop some tentative plans for pre-assessment. This area should also be discussed at the Project CAREER - King Philip meeting, as well as obtaining further soundings on the sensitivity to testing issue.

4. Thought must be given to working around the present role expectations for guidance personnel in Lynn. More training will probably be needed for counselors in Lynn than at King Philip because of this problem. The amount and specific nature of this training is to be determined after obtaining a clearer picture of the situation.

5. Very few career exploratory materials seem to be available in both local districts. Some effort should be made to inventory what is available. Based upon this information, more realistic plans for input by Project CAREER can be made.

6. Results of a search of the ERIC files came too late to be of significant value for this report. What was examined, however, suggests that a careful review of this informational source should be made in the near future.

7. Project CAREER should explore the possibility of establishing a working relationship with Dr. Thomas Harrington, especially if his career interest survey is used in the pre-assessment unit. The need for this type of relationship depends, of course, on the future direction of the program and the need for further interest testing, but it is an arrangement which might prove beneficial at a later time.

8. On a long-range basis, an investigation should be made of the possible relationship between interest tests and existing clusters. It is possible, for example, that certain interest indicators from student profiles on interest and aptitude instruments can be matched with different clusters. This type of matching of different interests/aptitudes patterns with clusters can suggest alternative directions within career exploratory programs for the individual student.

APPENDIX D

Student File System

ocap

THE STUDENT FILE SYSTEM AND THE PREQUISITE LEARNINGS SYSTEM

MCOE massachusetts center for occupational education

THE STUDENT FILE SYSTEM AND THE PREREQUISITE LEARNINGS SYSTEM

Prepared By:

Peter A. Cook
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Project CAREER
October, 1975

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THE STUDENT FILE SYSTEM AND THE PREREQUISITE LEARNINGS SYSTEM

INTRODUCTION

The motivation for the development of the two systems mentioned in the title will be dealt with quickly, assuming a basic knowledge of the structure and content of the Project CAREER data bank.

The student file system will be discussed in terms of (a) its structure and (b) its capabilities. It can be noted now that much of this system may be implemented immediately, with no further data development or restructuring.

Finally, the prerequisite learnings system will be outlined in terms of, again, (a) its structure and (b) its capabilities. In this system, however, it should be noted that the existing data bank will require some refinement and editing before the full potential of the prerequisite learning system can be realized.

MOTIVATION

The Project CAREER bank of performance objectives was developed around a basis of about 120 specially selected occupations. The criteria for their selection were based on employment projection data, occupational enrollments, and the professional judgement of specialists in particular occupational fields.

Analysis of each occupation derives an initial breakdown of its major responsibilities and duties, and these have been organized into a standardized "task outline" format. A further analysis of each occupation's task outline resulted in the generation of performance objectives linked to duties of that occupation. Following a comprehensive review of each performance objective through the eyes of occupational role incumbents, a complex cross referencing of performance objectives between and among occupations was established. Thus, every occupation to which any of the performance objectives is applicable was identified throughout the above analysis, additional data was being added to each performance objective: the special needs attainability coding and the four columns of "instructional bridge" data.

Basically then, the above describes a system containing data items related to each other in an "occupational requirement" sense, with no consideration to attainability, demonstration or performance of, or other "student capability" sense. Therefore, a system of individual student files has been proposed. During his/her instructional experience, each student will be exposed to any number of performance objectives. As a performance objective is demonstrated, this information should be recorded, and successfully completed data items shared in each student's inventory.

One of the sets of four-column data mentioned above, the prerequisite learnings column, is of particular importance in the instructional process. During initial data development, the prerequisite learnings have been written an "objective at a time". Thus, there is no inter-objective relation between the prerequisite learnings. Since many prerequisite learnings are common to different objectives, and since items at prerequisite learnings level will be required for curriculum development, a comprehensive set of prerequisite learnings is required, and the linkages between objectives in terms of their prerequisite learnings needs to be identified. Thus, when the development of a student file system and a prerequisite learnings system as suggested above is completed, then, together with the existing overall occupational data bank, there will be a comprehensive, occupational instructional system. With a variety of capabilities for servicing students and curriculum developers vis-a-vis occupational requirements.

STUDENT INVENTORY SYSTEM

A. The student inventory system will have three major sections, each containing a different class of data.

1. There will be a basic I.D. number for each student. This will be eight digits in length allowing systems already existing in pilot schools to be utilized. In addition, each student's school will be identified by the states six digit coding system. This will allow linkage to a variety of other options, including the "individual school report" data. This particular linkage enables data such as school name, location, enrollment, facilities, services, etc. to be accessed. Other information such as a students score on external tests, 766 C.E.T. results, etc. may be added later as required.

2. Prerequisite learning data will consist of a simple listing of variable length containing those six digit prerequisite learning codes corresponding to those prerequisite learnings mastered by the student.

3. Occupational performance objective data will consist of a simple listing of variable length containing these six digit performance objective I.D. numbers corresponding to those performance objectives demonstrated by the student.

B. Programs have been developed that give the student inventory system a variety of capabilities.

The following is a list of questions that are typical of those which can be answered by the system:

1. A student has attained some performance objectives. To which occupations can his/her competencies apply?

2. Which of a particular students accomplished performance objectives apply to a chosen occupation? (i.e. given an occupation, which of its required performance objectives has the student accomplished?)

3. In order to complete the requirements of a chosen occupation, what additional performance objectives must a student demonstrate?

4. Which of a particular students accomplished performance objectives apply to a particular section (MR/Duty(s)) of a chosen occupation?

5. What else does the student need to demonstrate, in order to complete the requirements for a specified section (MR/Duty(s)) of a chosen occupation?

6. Which objectives should a student with a particular "special need" attempt with a potentially higher chance of attainability?

7. A student has attained some performance objectives. Having chosen a particular cluster of occupations, which of the requirements of this cluster have been satisfied?

8. What additional performance objectives must a student demonstrate in order to satisfy the requirements of a chosen cluster of occupations?

9. Which of a students accomplishments apply to the "core" of a selected cluster (i.e. which of the performance objectives common to occupations in the cluster have been accomplished. The degree of commonality may be specified).

10. What else does a student need to demonstrate in order to complete the "core" of a selected cluster of occupations?

The above refers to a students inventory of performance objectives and evaluates this inventory vis-a-vis the structure in the data bank.

It should be clear that a similar inventory could be drawn up for a school system (for example). This inventory could list the performance objectives that the system has the capability of teaching. Thus, questions about a school systems capability to train people for specified clusters, occupations, etc. could be answered.

Also: 1. What prerequisite learnings has a particular student mastered? (These may be listed according to area to indicate strengths and weaknesses.)

2. Which performance objectives is a given student best prepared to attempt? (i.e. which performance objectives have the best coverage for their prerequisite learnings.)

3. What occupations are represented, via prerequisite learnings to their required performance objectives, in the students inventory.

In addition, some general profiles of a students inventory are available. Such general reports will indicate the specific questions (as listed above) that will be more meaningful.

C. As outlined earlier, there are three major categories of data to be collected.

The first of these, the identifying data and other peripheral student information, will be obtained on a single initial transaction, and will need only infrequent periodic review. Since the extent of this type of data can depend on the requirements of any particular group or school system involved, then no standardized input form has been developed.

The forms for inputting the codes of prerequisite learnings mastered and the codes of performance objectives demonstrated are attached.

The most critical factor in the data input system will be that of ensuring attention to accuracy and detail (e.g. correct code numbers) and promptness in transmittal of forms.

The extremely wide variety of capabilities available from the system poses the problem of how much choice the users themselves should have available. Too much choice could result in a lower level of understanding of many capabilities, whereas a deeper understanding of relatively few capabilities would be more desirable. Each student's "general profile" will be available on request by student I.D. number, but the more sophisticated options should best be exercised only after discussion with Project CAREER.

PREREQUISITE LEARNINGS SYSTEM

A. Sampling the previously developed "objective-at-a-time" prerequisite learnings indicated that certain patterns exist in prerequisite learnings data patterns were utilized in developing prerequisite learnings manual.

The data was primarily expressed in the following three forms:

"knowledge of ..."
"abiltity to ......"
"use of ...."

and these forms tended to cover the following types of content:

Knowledge of:	procedures techniques rules systems terminology codes	occupational	math science	concepts
			cognitive functions	
Ability to:	communicate explain write interpret analyze	language, literature, etc.		
Use of:	materials tools cognitive	occupational		

This has been refined to the following structure into which the prerequisite learnings have been organized.

	Cognitive	Psychomotor	Affective
Knowledge of	KCA	--	--
Use of	ASE	all	--
Ability to	--	--	all

Where KCA refers to "knowledge, comprehension and analysis" and ASE refers to "application, synthesis and evaluation". (These are the six types of cognitive elements identified by Bloom.)

The initial breakdown of the prerequisite learnings will indicate, more specifically, the content types in the above structure.

Knowledge of:

PS1	Physical Science
ES1	Earth Science
AN1	Anthropology
GS1	General Social Studies
EC1	Economics
GG1	Geography
HI1	History
PH1	Philosophy
PL1	Political Science
PY1	Psychology
SO1	Sociology

Ability to:

RD1	Reading
LI1	Listening
SK1	Speaking
WR1	Writing

Use of:

DO1	Machine Drafting
DO2	Layout Work
SO1	Machine Shop
SO2	Welding and Cutting
SO3	Sheet Metal
AO1	Autobody
AO2	Auto Frame
AO3	Auto Mechanics
AO4	Auto A/C
AO5	Tire Service
WO1	Cabinetmaking/Carpentry
BS1	Biological/Science
PO1	Plumbing/Pipefitting
OO1	Office Machines
RO1	Refrigeration
EO1	Electrical Work
MC1	Masonry and Cement
PA4	Plastering and Painting
GO1	Nursery Work
TO1	Tailoring
KO1	Kitchens, Bakeries and Restaurants

B. The capabilities of the prerequisite learnings system fall into two major classes. Programs to handle them are complete. These classes are: (1) as outlined in the student inventory system, and (2) exactly parallel to the capabilities of the existing concepts systems.

In addition, program specifications have been set down for listing common prerequisite learnings given a specified set of performance objectives (e.g. a specified occupation, etc.).

C. Following is the complete listing of prerequisite learnings together with their six digit codes:

01 - MACHINE DRAFTING

D01001	DECIMAL NUMBER FORMS
D01002	VERTICAL NUMBER FORMS
D01003	LEAD HOLDERS
D01004	LEADS
D01005	PENCILS
D01006	COMPASSES
D01007	DIVIDERS
D01008	SCALES
D01009	TRIANGLE
D01010	STRAIGHT EDGE
D01011	DRAFTING MACHINE
D01012	TEMPLATES

02 - LAYOUT WORK

D02001	RULE
D02002	MICROMETER
D02003	DEPTH GAUGES
D02004	VERNIER CALIPERS
D02005	UNIVSL. BEVEL PROTRACTOR
D02006	GAUGES
D02007	GAUGE BLOCKS
D02008	DIAL INDICATORS
D02009	CALIPERS
D02010	LAYOUT DYE
D02011	SCRIBER
D02012	DIVIDER
D02013	TRAMMEL
D02014	HERMAPHRODITE CALIPER
D02015	TOOLMAKERS BENCH
D02016	SURFACE PLATE
D02017	PARALLELS/BOX PARALLELS
D02018	ANGLE PLATE
D02019	VEE BLOCKS

D02020	STRAIGHT EDGE
D02021	COMBINATION SET
D02022	PROTRACTOR DEPTH GAUGE
D02023	VERNIER PROTRACTOR
D02024	PRICK AND CENTER PUNCH

01 - MACHINE SHOP

S01001	RULE
S01002	MICROMETER
S01003	DEPTH GAUGES
S01004	VERNIER CALIPERS
S01005	GAUGES
S01006	GAUGE BLOCKS
S01007	DIAL INDICATORS
S01008	CALIPERS
S01009	VISES
S01010	CLAMPS
S01011	PLIERS
S01012	STRIKING TOOLS
S01013	CHISELS (MACHINE SHOP)
S01014	SAWS (MACHINE SHOP)
S01015	FILES
S01016	SCREWDRIVERS
S01017	WRENCHES
S01018	HAND REAMERS
S01019	HAND THREADERS
S01020	DRILL PRESS

S01021	DRILLS
S01022	DRILL HOLDING DEVICES
S01023	WORK HOLDING DEVICES
S01024	CUTTING SPEED REGULATORS
S01025	REAMER
S01026	COUNTERSINKER
S01027	COUNTERBORER
S01028	SPOT FACER
S01029	TAPS
S01030	BENCH GRINDER
S01031	PEDESTAL GRINDER
S01032	RECIPROCATING HACKSAW
S01033	LATHE
S01034	LATHE CHUCKS
S01035	SHAPER
S01036	PLAIN MILLING MACHINE

02 - WELDING AND CUTTING

S02001	OXYGEN/ACELYENE
S02002	CYLINDERS AND VALVES
S02003	REGULATORS AND GAUGES
S02004	HOSES AND CONNECTIONS
S02005	TORCH
S02006	TIPS
S02007	RODS
S02008	GOGGLES
S02009	BRAZING ROD
S02010	FLUX
S02011	HAND TORCH AND TIP
S02012	HOOD AND FILTER PLATES
S02013	FIRERESISTANT GARMENTS
S02014	DC GENERATOR WELD.MACH.
S02015	AC GENERATOR WELD.MACH.
S02016	AC/DC GEN. WELD.MACHINE
S02017	GROUND CABLE AND CLAMP
S02018	ELECTRODE CABLE
S02019	ELECTRODE HOLDER
S02020	CARBON ELECTRODE

S02021	BARE ELECTRODE
S02022	COATED ELECTRODE
S02023	ELECTRD.HOLDR W/AIR LINE

03 - SHEET METAL

S03001	STRAIGHT SHEARS (7,9)
S03002	BUILDING SNIPS (5)
S03003	AVIATION SNIPS (L&R)
S03004	UNISHEARS
S03005	3' SQUARING SHEAR-MANUAL
S03006	4',8' SHEARS (POWERED)
S03007	IRONWORKER POWER CUTTERS
S03008	BANDSAW
S03009	ABRASIVE SAW
S03010	PULLMAX
S03011	PUNCH PRESS
S03012	SOLID HAND PUNCH
S03013	HAND PUNCHS (5,7,8)
S03014	HAND MECH. ADVTGE. PUNCH
S03015	HAND DRILLS
S03016	DRILL PRESS
S03017	CORNICE BRAKE
S03018	GROOVING MACHINE
S03019	HAND AND POWER PUNCHES
S03020	POP RIVET GUN

S03021	LOCK FORMER
S03022	BOX PAN BRAKE
S03023	PRESS BRAKE
S03024	BAR FOLDER
S03025	ROLL FORMING

01 - AUTO BODY

A01001	SYPHON SPRAY GUN
A01002	PRESSURE SPRAY GUN
A01003	OSCILLATING POWER SANDER
A01004	STRAIGHTLINE PWR. SANDER
A01005	DISC POWER SANDER
A01006	BELT POWER SANDER
A01007	AIR COMPRESSORS
A01008	AIR SUPPLY REGULATORS
A01009	AIR SUPPLY FITTINGS/HOSE
A01010	MASKING TAPE
A01011	MASKING PAPER
A01012	MASKING COMPOUNDS
A01013	MASKING COVERS
A01014	LAQUER BASE UNDERCOATS
A01015	ENAMEL BASE UNDERCOATS
A01016	GLAZING PUTTY
A01017	SEALERS
A01018	THINNERS
A01019	LAQUER BASE COLOR COATS
A01020	NITRO-CELLULOSE COATS

A01021	MALLETS
A01022	DINGING HAMMERS
A01023	PANEL BEATING SPOONS
A01024	DOLLY BLOCKS
A01025	FENDER STRAIGHTENERS
A01026	BOLT CUTTERS
A01027	HORSES AND TRESTLES
A01028	C-CLAMPS
A01029	CENTER PUNCHES/DRIFTS
A01030	COLD CHISELS
A01031	AIR COMPRESSORS
A01032	CREEPERS
A01033	DRILL SETS
A01034	BOLT EXTRACTORS
A01035	FENDER COVERS
A01036	FIRE EXTINGUISHERS
A01037	BENCH GRINDERS
A01038	CHAIN HOIST
A01039	HAND JACK
A01040	GARAGE JACK
A01041	LIFTS

A01042	METAL SHEARS
A01043	PLIERS
A01044	PRY BARS
A01045	HACKSAWS
A01046	HOLE SAWS
A01047	POWER SAWS
A01048	SCREWDRIVERS
A01049	POWER SHEET METAL SAW
A01050	SEAT COVERS
A01051	SOLDERING IRON
A01052	STEEL RULE
A01053	STEP LADDERS
A01054	TAP AND DIE SETS
A01055	HEADLIGHT TESTERS
A01056	RADIATOR REPAIR EQUPMNT.
A01057	THREAD CHASERS
A01058	TIRE REPAIR EQUPMNT.
A01059	WRENCH SETS
A01060	ELECTRIC DRILLS
A01061	TROUBLE LIGHT
A01062	PAINT SPRAYERS

A01063	WELDING OUTFIT
A01064	SANDERS AND POLISHERS
A01065	GLASS CUTTING EQUPMNT.
A01066	GRINDING EQUPMNT.
A01067	ARBOR PRESS
A01068	FRAME STRAIGHTNER
A01069	WHEEL ALIGNMENT GAUGES
A01070	WHEEL PULLERS
A01071	WHEEL BALANCER
A01072	WHEEL STRAIGHTNER
A01073	STRIPING BRUSHES
A01074	DRYING LAMPS
A01075	SPRAY BOOTHS
A01076	VENTILATING FAN
A01077	POWER FENDER STRAIGHTNER
A01078	BODY STRAIGHTENING JACKS
A01079	PANEL CLAMPING UNITS
A01080	PULL RODS

A01081	ACRYLIC COATS
A01082	SOLVENTS AND ADDITIVES
A01083	METAL WORKING HAMMERS
A01084	DOLLY BLOCKS
A01085	SPOONS
A01086	DRY PICKS
A01087	BODY FILE
A01088	SANDING BOARDS
A01089	SLAPPING FILE
A01090	DENT PULLER
A01091	OXYACETYLENE TORCH
A01092	DISC GRINDER

02 - AUTO FRAME

A02001	TORQUE BOXES/AUTO FRAMES
A02002	FRAME CENTERING GAUGES
A02003	TAPE MEASURE
A02004	DATUM LINE GAUGE
A02005	TRAM RODS/TRACKING GAUGE
A02006	SPECIFICATION MANUALS
A02007	PORTO-POWERS
A02008	PORTABLE DAMAGE DOZERS
A02009	CLAMPS AND ADAPTERS
A02010	FLOOR BODYFRAME STRGHTNR
A02011	PIT BODYFRAME STRGHTNER
A02012	STEP/TRANSVERSE BEAMS
A02013	BODY TOWERS
A02014	PUSH/PULL JACKS
A02015	CHAINS AND PINS

03 - AUTO MECHANIC

A03001	OPEN ENDED WRENCHES
A03002	BOX WRENCHES
A03003	SOCKET WRENCHES
A03004	SOCKET WRENCH HANDLES
A03005	ADJUSTABLE-END WRENCH
A03006	MONKEY WRENCH
A03007	PIPE WRENCH
A03008	TORQUE WRENCH
A03009	SLIP JOINT PLIERS
A03010	DIAGONAL CUTTING PLIERS
A03011	LONG-NOSE PLIERS
A03012	CHANNEL-LOCK PLIERS
A03013	VISE-GRIP PLIERS
A03014	SNAP-RING PLIERS
A03015	IGNITION CABLE PLIERS
A03016	CONVENTIONAL SCREWDRIVER
A03017	PHILIPS HEAD SCREWDRIVER
A03018	CLUTCH TYPE SCREWDRIVER
A03019	OFFSET SCREWDRIVERS
A03020	SETSCREW(ALLEN) WRENCHES

A03021	SPANNER WRENCH
A03022	BALL PEEN HAMMER
A03023	SOFT FACE HAMMER
A03024	COLD CHISEL
A03025	CAPE CHISEL
A03026	HALF-ROUND CHISEL
A03027	DIAMOND POINT CHISEL
A03028	ROUND-NOSE CHISEL
A03029	RIVET BUSTER
A03030	STARTING PUNCH
A03031	PIN PUNCH
A03032	LINING-UP PUNCH
A03033	CENTER PUNCH
A03034	SCREW EXTRACTORS
A03035	MULTIPLE LEVERAGE SHEARS
A03036	CIRCULAR SHEARS
A03037	COMBINATION SHEARS
A03038	STRAIGHT SHEARS
A03039	POWER WRENCH
A03040	SINGLE CUT FILES
A03041	DOUBLE CUT FILES

A03042	ROUGH COURSE FILES
A03043	BASTARD FILES
A03044	SECOND CUT FILES
A03045	SMOOTH FILES
A03046	DEAD SMOOTH FILES
A03047	TAPER FILES
A03048	FLAT FILE
A03049	ROUND FILE
A03050	HALF ROUND FILE
A03051	TRIANGULAR FILE
A03052	POINTS-TRUING FILE
A03053	FILE CARD
A03054	SOLDERING COPPER(IRONS)
A03055	HACKSAW
A03056	HACKSAW BLADES
A03057	ELECTRIC DRILL
A03058	TWIST DRILLS
A03059	REAMERS
A03060	TAPS
A03061	DIES
A03062	TUBE CUTTERS
A03063	FLARING TOOLS

A03064	TUBE BENDERS
A03065	PITCH GAUGE
A03066	THICKNESS GAUGE
A03067	RIVET SETS

04 - AUTOMOBILE A/C

A04001	MANIFOLD GAUGE SETS
A04002	REFRIGRNT. LEAK DETECTOR
A04003	VACUUM PUMPS
A04004	THERMOMETERS
A04005	TACHOMETERS

05 - TIRE SERVICE

A05001	TIRE MOUNTING EQUIPMENT
A05002	TIRE IRONS
A05003	BEAD BREAKING EQUIPMENT

01 - CARPENTRY CABINETMAKING

W01001	ALUMINIUM LEVEL
W01002	tRAFTER SQUARE
W01003	TRY SQUARE
W01004	COMBINATION SQUARE
W01005	LAYOUT TAPE RULE
W01006	FOLDING WOOD RULE
W01007	LONG TAPE
W01008	WING DIVIDERS
W01009	SCRATCH AWL
W01010	T-BEVEL
W01011	CHALK LINE REEL
W01012	MARKING GAUGE
W01013	LINE BEVEL
W01014	BUTT GAUGE
W01015	BACK SAW
W01016	RIP SAW
W01017	CROSSCUT SAW
W01018	KEYHOLE SAW
W01019	HACKSAW
W01020	MITRE BOX

W01021	WOOD CHISELS
W01022	FLOORING CHISEL
W01023	UTILITY KNIFE
W01024	PUTTY KNIFE
W01025	SCRAPER
W01026	CORNERING TOOL
W01027	SURFORM PLANE
W01028	JACK PLANE
W01029	ROUTER PLANE
W01030	RABBET PLANE
W01031	BLOCK PLANE
W01032	CABINET-MAKERS PLANE
W01033	HAND DRILL
W01034	PUSH DRILL
W01035	RATCHET BRACE
W01036	DRILL POINTS
W01037	COUNTERINKS
W01038	LOCKSET BITS
W01039	EXPANSIVE BITS
W01040	AUGER BITS
W01041	RIPPING BAR
W01042	RIP CHISEL

W01043	HAMMER HOLSTER
W01044	SOFT FACED HAMMER
W01045	CURVED CLAW HAMMERS
W01046	RIP CLAW HAMMER
W01047	MALLETS
W01048	HALF HATCHET
W01049	WRENCH SETS
W01050	ADJUSTABLE WRENCH
W01051	PLIERS
W01052	PINCERS
W01053	STANDARD TIP SCREWDRIVER
W01054	PHILLIPS TIP SCREWDRIVER
W01055	CABINET TIP SCREWDRIVER
W01056	SPIRAL RATCHET SCRWDRVER
W01057	NAIL SETS AND PUNCHES
W01058	GUN TACKER
W01059	AIR TACKER
W01060	HAMMER TACKER
W01061	BRAD/STAPLE NAILER
W01062	ELECTRIC TACKER
W01063	AIR PLIERS

W01064	MALLET OPERATED NAILER
W01065	CARRIAGE CLAMPS
W01066	HAND SCREW CLAMPS
W01067	OILSTONE
W01068	HONING FILES
W01069	AUGER BIT FILES
W01070	GRINDSTONE
W01071	CIRCULAR POWER SAW
W01072	CIRCULAR SAW BLADES
W01073	SABRE SAW
W01074	SABRE SAW BLADES
W01075	RECIPROCATING SAW
W01076	ELECTRIC HAND DRILL
W01077	POWER DRILL BITS
W01078	VARIABLE SPEED DRILL
W01079	POWER PLANE
W01080	ELECTRIC ROUTER
W01081	PORTABLE SANDERS
W01082	RADIAL ARM SAW
W01083	TABLE SAW
W01084	JOINTER

W01085	BUILDERS LEVEL
W01086	LEVEL TRANSIT
W01087	TRIPOD
W01088	LEVELING ROD
W01089	PLUMB LINES

C

01 - PLUMBING AND PIPEFITTING

P01001	PIPE REAMERS
P01002	HACKSAWS
P01003	PIPE CUTTERS
P01004	PIPE DIES
P01005	PIPE STOCKS
P01006	BOLT DIES
P01007	NIPPLE CHUCK
P01008	SOLDERING IRON
P01009	FLUXES
P01010	SOLDERS
P01011	TUBING CUTTERS
P01012	BRAZING OUTFIT
P01013	YARNING TOOLS
P01014	PACKING TOOLS
P01015	JOINT RUNNERS
P01016	CAULKING TOOLS
P01017	FLUSHOMETER
P01018	LADDLE
P01019	STILLSON WRENCH
P01020	CAULKING IRON

P01021	CUTTING OILS
P01022	OAKUM
P01023	SEWER CLEANING RODS
P01024	ELECTRIC SEWER MACHINE
P01025	PIPE WRENCH
P01026	PIE STOCK
P01027	TAP STOCK
P01028	BASIN WRENCH
P01029	SPANNER WRENCH
P01030	NAIL HAMMER
P01031	MACHINIST HAMMER
P01032	CENTER PUNCH
P01033	PLUMBERS PLUNGER
P01034	CLEANOUT AUGER
P01035	SOLDERING TORCH
P01036	MELTING FURNACE
P01037	FLARING KIT
P01038	LEAD LADLE
P01039	ASBESTOS JOINT RUNNER
P01040	PIPE BENDER
P01041	FOLDING RULE
P01042	STEEL TAPE

P01043	PLUMB BOB
P01044	FRAMING SQUARE
P01045	LEVEL
P01046	CROSSCUT HAND SAW
P01047	KEYHOLE SAW
P01048	WOOD CHISEL
P01049	COLD CHISEL
P01050	TAPS AND DIES
P01051	PIPE VISE
P01052	ADJUSTABLE WRENCH
P01053	OPEN ENDED WRENCH
P01054	SCREWDRIVERS
P01055	AUGER BITS/BIT STOCKS
P01056	POWER PIPE CUTTER
P01057	POWER PIPE THREADER
P01058	POWER HOLE SAW
P01059	POWER JOB SAW
P01060	POWER DRILL

01 - REFRIGERATION

R01001	TUBING BENDERS
R01002	BENDING SPRINGS
R01003	PINCH OFF TOOL
R01004	REFACING TOOL
R01005	PIPE CUTTERS
R01006	PIPE DIES
R01007	CUTTING OILS
R01008	VACUUM PUMP
R01009	TESTING MANIFOLD
R01010	HALIDE TORCH
R01011	MANOMETER
R01012	COMPRESSOR UNITS
R01013	LEAK DETECTORS
R01014	REFRIGERANT SPEC CHARTS

01 - ELECTRICAL WORK

E01001	WIRE
E01002	WIRE GAUGES
E01003	SOLDERING EQUIPMENT
E01004	ELECTRIC TAPE
E01005	VOLTMETER
E01006	AMMETERS
E01007	OHMMETERS
E01008	WATTMETERS
E01009	TRANSFORMERS
E01010	FUSES
E01011	STARTERS
E01012	CONTACTORS
E01013	RELAYS
E01014	SWITCHES
E01015	FUSE/CONTINUITY TESTER
E01016	FREQUENCY METER
E01017	OSCILLOSCOPE
E01018	SIGNAL GENERATORS
E01019	COUNTERS
E01020	SCREWDRIVERS
E01021	PLIERS
E01022	WRENCHES
E01023	KNIVES
E01024	WIRE STRIPPERS

E01025	SIDE CUTTERS
E01026	HACK SAWS
E01027	CABLE LOCATER
E01028	TUBE TESTER
E01029	SAFETY EQUIPMENT
E01030	INSULATED EQUIPMENT
E01031	HELMETS
E01032	GLOVES
E01033	HARNESSES
E01034	RUBBER MATS

01 - MASONRY AND CEMENT

MC1001	SPIRIT LEVEL
MC1002	PLUMB RULE
MC1003	PLUMB BOB
MC1004	LAYOUT TOOLS AND GUIDES
MC1005	SQUARING TOOLS
MC1006	JOINTERS
MC1007	LINE HOLDER SUPPORTS
MC1008	CUTTING TOOLS
MC1009	CONCRETE MIXERS
MC1010	MIXER-TRUCKS
MC1011	HODS
MC1012	PAILS
MC1013	BULL FLOAT
MC1014	TROWELING MACHINE
MC1015	KNEEBOARDS
MC1016	EDGERS
MC1017	ABRASIVES
MC1018	SCORERS
MC1019	BUSHHAMMERS
MC1020	SANDBLASTERS
MC1021	POINTING TOOLS
MC1022	MASONRY SAW
MC1023	BRICK HAMMER

MC1024	BRICK SETS
MC1025	TROWEL
MC1026	MASONRY HAMMER
MC1027	ABRASIVE SAW
MC1028	PNEUMATIC TOOLS
MC1029	CRANES/DERRICKS/HOISTS
MC1030	WHEELBARROW
MC1031	SCAFFOLDING

01 - PLASTERING AND PAINTING

PA1001	PLASTER MIXING MACHINES
PA1002	PLASTER SPREADERS
PA1003	DARBYS
PA1004	FLOATS
PA1005	SLICKERS
PA1006	WIRE SCRATCHERS
PA1007	METAL SCRAPERS
PA1008	HAWKS
PA1009	MIXING BOXES
PA1010	ABRASIVES
PA1011	SANDERS
PA1012	PROPANE TORCH
PA1013	BLASTERS
PA1014	STEAM CLEANERS
PA1015	PAINT MIXERS
PA1016	BRUSHES
PA1017	ROLLERS
PA1018	SPRAY GUNS
PA1019	SHAKERS
PA1020	DROP CLOTHS
PA1021	LADDERS AND STEPS

PA1022	PLATFORMS AND RIGGING
PA1023	BOATSWAIN CHAIRS
PA1024	HANDTRUCKS
PA1025	DRYING RACKS

01 - NURSERIES

G01001	PORTABLE ELEC. GREENHSE.
G01002	PARING KNIVES
G01003	SHEARS
G01004	WATERING CAN
G01005	PICKS
G01006	RAKES
G01007	HOES
G01008	FORKS
G01009	SHOVELS
G01010	CULTIVATORS(HAND)
G01011	PLANTING BOXES
G01012	SPREADERS
G01013	CULTIVATORS(POWERED)
G01014	CLIPPERS
G01015	BULLDOZER
G01016	FRONT END LOADERS
G01017	ROTOTILLERS
G01018	SEED DRILLS
G01019	SPRINKLERS
G01020	HOSES
G01021	BUBBLERS
G01022	IRRIGATORS
G01023	MULCHERS/SHREDDERS

G01024	HANDSAWS
G01025	POWER SAW
G01026	LAWNMOWERS
G01027	FLIT GUN
G01028	TROMBONE TYPE SPRAY
G01029	DUST GUN
G01030	ROTARY DUSTER
G01031	SHARPENING TOOLS

01 - TAILORING

T01001	TAPE MEASURE
T01002	RULER
T01003	YARDSTICK
T01004	COLORED PENCILS
T01005	ERASERS
T01006	TAILOR SQUARE
T01007	TRANSPARENT CURVE
T01008	CURVED RULER
T01009	FRENCH CURVES
T01010	TRANSPARENT TRIANGLE
T01011	TRACING WHEEL
T01012	AWL
T01013	NOTCHER
T01014	SCISSORS
T01015	SHEARS
T01016	FRENCH CHALK
T01017	PINS
T01018	PATTERN PAPERS
T01019	MODEL FORMERS

01 - OFFICE MACHINES

O01001	MANUAL TYPEWRITERS
O01002	ELECTRIC STD. TYPEWRITER
O01003	SELECTRIC-TYPE TYPEWRTR.
O01004	MIMEOGRAPHS
O01005	MIMEOSCOPES
O01006	STENCIL MAKERS
O01007	FLUID DUPLICATORS
O01008	FLEXOWRITERS
O01009	PHOTOCOPY MACHINES (DRY)
O01010	PHOTOCOPY MACHINES (WET)
O01011	ADDING MACHINES (FULL)
O01012	ADDING MACHINES (10-KEY)
O01013	CALCULATORS (FULL KEYBD)
O01014	CALCULATORS (AUTOMATIC)
O01015	CALCULATORS (SEMI-AUTO)
O01016	CALCULATORS (10-KEY)
O01017	CALCULATORS (ROTARY)
O01018	KEY-DRIVEN CALCULATORS
O01019	HAND-OPRTD CALCULATORS
O01020	BOOKKEEPING MACHINES
O01021	POSTING MACHINES
O01022	VARITYPERS
O01023	MAGCARD/MAGTAPE TYPEWRTR

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01 - KITCHENS, BAKERIES AND RESTAURANTS

K01001	LADLES
K01002	MEASURES
K01003	MEASURING CUPS
K01004	MEASURING SPOONS
K01005	PIE KNIVES
K01006	UTILITY KNIVES
K01007	SLICING KNIVES
K01008	PARING KNIVES
K01009	SCOOPS
K01010	RUBBER SCRAPERS
K01011	SPATULAS
K01012	SANDWICH SPREADERS
K01013	KITCHEN SHEARS
K01014	ROLLING PIN
K01015	TRAYS
K01016	DECORATING SETS
K01017	TONGS
K01018	KITCHEN SPOONS
K01019	EGG SLICERS
K01020	TURNERS
K01021	CAKE PANS
K01022	PITCHERS

K01023	STRAINERS
K01024	COLANDERS
K01025	WHIPS
K01026	CUTTING BOARDS
K01027	SIFTERS
K01028	SKIMMERS
K01029	PEELERS
K01030	GARNISHERS
K01031	BOTTLE OPENERS
K01032	MELON BALLERS
K01033	SAUCE PANS
K01034	SQUARE GRATER
K01035	MEAT FORK
K01036	VEGETABLE BRUSH
K01037	MIXING BOWLS
K01038	PASTRY BRUSH
K01039	SCALE
K01040	FOOD MIXER
K01041	FOOD SLICER
K01042	FOOD CHOPPER
K01043	STEAM KETTLE
K01044	TOASTER
K01045	CAN OPENER

K01046	CARTS
K01047	TRAY STANDS
K01048	CONFECTIONERS STOVE
K01049	DOUGHNUT FRYER
K01050	FAT FILTER
K01051	INGREDIENT BINS
K01052	FREEZER
K01053	RETARDER
K01054	MIXERS
K01055	PROOFERS
K01056	OVENS
K01057	ROLL DIVIDER
K01058	BAKING PANS
K01059	BOWL STANDS
K01060	COOKIE CUTTERS
K01061	DECORATING KNIVES
K01062	MEASURING CONTAINERS
K01063	MILLER DIVIDERS
K01064	MIXING BOWLS
K01065	PASTRY KNIVES
K01066	PIE PIN
K01067	ROLLING PIN
K01068	SUGAR DRIPPER
K01069	THERMOMETER

K01070	STIRRING PADDLES
K01071	REFRIGERATORS
K01072	POTATO PEELER
K01073	COFFEE MAKER
K01074	COLANDER
K01075	FRENCH KNIFE
K01076	ROAST BEEF SLICER
K01077	CHEF SLICER
K01078	BUTCHER KNIFE
K01079	CIMETER
K01080	BONING KNIFE
K01081	FRUIT AND SALAD KNIFE
K01082	PARING KNIFE
K01083	PALETTE KNIFE
K01084	HOT CAKE/MEAT TURNER
K01085	PIE KNIFE
K01086	COOKS FORK
K01087	SHARPENING STEEL
K01088	CLEAVERS
K01089	MEAT SAWS
K01090	OYSTER KNIFE
K01091	CLAM KNIFE
K01092	STOCKPOT
K01093	SAUCE POTS
K01094	BRAZIERS
K01095	SAUCE PANS

K01096	SAUTE PANS
K01097	SAUTOIR
K01098	SKILLETS
K01099	FRYING PANS
K01100	DOUBLE BOILERS
K01101	ROASTING PANS
K01102	BAKING PANS
K01103	SHEET PANS
K01104	HOTEL PANS
K01105	STRAINERS
K01106	CHINA CAP STRAIN/ROLLER
K01107	SIEVES
K01108	SKIMMERS
K01109	PIE AND CAKE MARKERS
K01110	DOUGH CUTTERS
K01111	FOOD MILL
K01112	ICE CREAM DIPPERS
K01113	POT BRUSHES
K01114	POT HOOK
K01115	TUBE BRUSHES
K01116	RANGES
K01117	FRYERS
K01118	BROILERS
K01119	BAKE OVEN

K01120	BAKERS STOVE
K01121	BROILERS
K01122	PROOF CABINET
K01123	PAN RACK
K01124	FISH BOX
K01125	ICE CREAM CABINET
K01126	GARBAGE DISPOSER
K01127	DISHWASHER
K01128	SILVER WASHER
K01129	GLASS WASHER
K01130	MEAT GRINDER
K01131	CLEANING MATERIALS
K01132	VACUUM CLEANER
K01133	MOPS
K01134	SOILED DISH TABLE

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M01002	WHOLE NUMBER SUBTRACTION
M01003	WHOLE NUMBER DIVISION
M01004	WHOLE NUMBER MULTIPLYING
M01005	FRACTIONS ADDITION
M01006	FRACTIONS SUBTRACTION
M01007	FRACTIONS DIVISION
M01008	FRACTIONS MULTIPLICATION
M01009	DECIMAL ADDITION
M01010	DECIMAL SUBTRACTION
M01011	DECIMAL DIVISION
M01012	DECIMAL MULTIPLICATION
M01013	LENGTH U.M.
M01014	AREA U.M.
M01015	VOLUME U.M.
M01016	ARC U.M.
M01017	CAPACITY U.M.
M01018	WEIGHT U.M.
M01019	TIME U.M.
M01020	TEMPERATURE U.M.
M01021	ENGL./ METRIC CONVERSIONS

M01022	RULES AND TAPES
M01023	PROTRACTORS
M01024	LIQ. MEASURE CONTAINER
M01025	DRY MEASURE CONTAINERS
M01026	WEIGHTS AND SCALES
M01027	DIALS AND GAUGES
M01028	CALIPERS AND DIVIDERS
M01029	MICROMETERS/VERNIERS
M01030	SLIDE RULES
M01031	CLOSED CURVES
M01032	TRIANGLES
M01033	QUADRILATERALS
M01034	POLYGONS
M01035	CIRCLES
M01036	SYMMETRY
M01037	FULL SCALE DRAWING
M01038	SCALED DOWN DRAWING
M01039	TRIANGLE AREA
M01040	QUADRILATERAL AREA
M01041	POLYGON AREA
M01042	SPHERE RECOGNITION
M01043	PYRAMIDCONE RECOGNITION
M01044	PRISM/CYLINDER RECOGNTN.

M01045	PRISM VOLUME
M01046	CYLINDER VOLUME
M01047	CONE VOLUME
M01048	IRREGULAR SOLID VOLUME
M01049	DRY MEASURE CAPACITY
M01050	LIQUID MEASURE CAPACITY
M01051	DIRECT WT. MEASUREMENT
M01052	INDIRECT WT. MEASUREMENT
M01053	FRACTION/PERCENT RELATN.
M01054	DECIMAL/PERCENT RELATION
M01055	PERCENTS AS RATIOS
M01056	TABLES
M02011	ROUNDING OFF
M01058	SIGNIFICANT FIGURES
M07026	CONFIDENCE INTERVALS
M01060	GRAPHS
M06001	COORDINATE SYSTEMS
M01062	PICTORIAL GRAPHS
M01063	BLOCK GRAPHS
M01064	STRAIGHT LINE GRAPHS
M01065	CURVILINEAR GRAPHS
M01066	NUMERICAL CHARTS

M01067	LEAST COMMON MULTIPLE
M01068	GREATEST COMMON FACTOR
M01069	FRACTIONAL EQUIVALENTS
M01070	PYTHAGOREAN THEOREM
M01071	CALCULATORS

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M02002	LOGICAL OPERATIONS
M02003	DATA TRANSFER OPERATIONS
M02004	INPUT/OUTPUT OPERATIONS
M02005	FLOW CHARTS
M02006	PROGRAMMING RULES
M02007	BINARY ARITHMETIC
M02008	NUMERICAL CODES
M02009	FLOATING POINT ARITH.
M02010	FIXED POINT ARITH.
M02011	ROUNDOFF
M02012	SINGLE/DOUBLE PRECISION
M02013	ANALOG PROGRAMMING
M02014	NUMBER SYSTEMS
M02015	OCTAL ARITHMETIC
M02016	NUMBER SYSTEM CONVERSION

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M03005	SYMBOL MULTIPLICATION
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M03007	SYMBOL FACTORIZATION
M03008	SYMBOLS IN FRACTIONS
M03009	EQUATIONS
M03010	POSITIVE QUANTITIES
M03011	NEGATIVE QUANTITIES
M03012	EQUATION SOLVING METHODS
M03013	SYSTEMS OF UNITS
M03014	UNITS CONVERSION RULES
M03015	EQUATIONS WITH UNITS
M03016	EQUALITIES OF UNITS
M03017	UNIT FORMULATION METHODS
M03018	EXPONENTS
M03019	EXPONENT MULTIPLICATION
M03020	EXPONENT DIVISION

M03021	FRACTIONAL EXPONENTS
M03022	SQUARE ROOTS
M03023	FRACTION SQUARE ROOT
M03024	ALGEBRAIC SQUARE ROOT
M03025	WHOLE NUMBER SQUARE ROOT
M03026	FORMULA WITH MULTIPLIERS
M03027	FORMULAE WITH DIVISORS
M03028	ALGEBRAIC FORMULA SOLN.
M03029	FORMULAE WITH ADDITION
M03030	FORMULA WITH SUBTRACTION
M03031	FORMULAE WITH EXPONENTS
M03032	SPECIAL FORMULAE
M03033	RATIO
M03034	PROPORTION
M03035	DIRECT PROPORTION
M03036	INVERSE PROPORTION
M03037	RATIO CONSTANT DIMENSION
M06002	CARTESIAN COORDINATES
M03039	CARTESIAN DISTANCES
M03040	LINE SLOPES
M03041	LINE SEGMENT DIVISION
M03042	EQUATION DETERMINATION

M03043	EQUATION GRAPHING
M03044	RATE OF CHANGE (LIN.FNS)
M03045	MIDPOINT FORMULAE
M03046	DISTANCE FORMULAE
M03047	SIMULTANEOUS EQUATIONS
M03048	SIM. EQNS. (GRAPH SOLNS)
M03049	SIM. EQNS. (ALG. SOLNS)
M03050	MANY UNKNOWNS IN SYSTEM
M03051	MATRIX ALGEBRA
M03052	DETIRMINANTS
M03053	LIN. EMPIRICAL EQUATIONS
M03054	GRAPHS OF SPECIAL EQUNS.
M03055	MIXTURE EQUATIONS
M03056	LINEAR INTERPOLATION
M03057	QUADRATIC EQUATIONS
M03058	QUAD EQUNS GRAPH SOLNS
M03059	QUADRATIC FORMULAE
M03060	MAXIMAMINIMA
M03061	EXTRANEOUS ROOT QUAD EQS
M03062	QUAD EQUNS: ONE VARIABLE
M03063	CONIC SECTION EQUATIONS
M03064	POLYNOMIAL EQUATION ROOT
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M03066	APPROXIMATIONS FOR ROOTS
M03067	MULTIPLE ROOTS OF EQUNS.
M03068	EXPONENTIAL EXPRESSIONS
M03069	EXP./LOG. GRAPHING
M03070	EXPONENTIAL BASE CHANGES
M03071	LOG. MULTIPLICATION
M03072	LOG. DIVISION
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M03074	LOG. TABLES
M03075	INTERPOLATION IN LOGS
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M03079	SLIDE RULE DIVISION
M03080	SLIDE RULE FOR LOGS
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M04001	RIGHT TRIANGLES
M04002	INDIRECT MEASUREMENT
M04003	ANGLE MEASUREMENT
M04004	DEGREE/RADIAN METHODS
M04005	SIN/COS/TAN
M04006	SECANT/COSEC/COTAN
M04007	SLIDE RULE FOR TRIG.
M04008	EQUILATERAL TRIANGLES
M04009	ISOSCELES TRIANGLES
M04010	SIN/COS LAWS FOR AREAS
M04011	TRIGONOMETRIC GRAPHS
M04012	INVERSE TRIG. FUNCTIONS
M04013	HALF ANGLE FORMULAE
M04014	PARTIAL ANGLE FORMULAE
M04015	TRIGONOMETRIC IDENTITIES

05 - GEOMETRY

M05001	INDUCTIVE GEOM. PROOF
M05002	DEDUCTIVE GEOM. PROOF
M05003	DIRECT GEOMETRIC PROOF
M05004	INDIRECT GEOMETRIC PROOF
M05005	CONGRUENT TRIANGLES
M05006	OVERLAPPING TRIANGLES
M05007	PARALLEL LINES LAWS
M05008	TRANSVERSAL LAWS
M05009	TRIANGLE ANGLE LAWS
M05010	PARALLELOGRAM PROPERTIES
M05011	RECTANGLE PROPERTIES
M05012	RHOMBUS PROPERTIES
M05013	SQUARE PROPERTIES
M05014	TRAPEZOID PROPERTIES
M05015	GEOMETRIC RATIO
M05016	SIMILAR TRIANGLES
M05017	RIGHT TRIANGLES
M05018	TRIGONOMETRIC RATIOS
M05019	CHORDS OF A CIRCLE
M05020	TANGENTS TO A CIRCLE

M05021	SECANTS TO A CIRCLE
M05022	INSCRIBED ANGLES
M05023	CIRCUMFERENCE/ARC LENGTH
M05024	LOCUS CONSTRUCTIONS
M05025	LOCUS/PARTITIONING LAWS
M05026	LOCUS/CONCURRENCE LAWS
M05027	POLYGON AREA FORMULAE
M05028	TRIANGLE AREA FORMULAE
M05029	CIRCLE AREA FORMULAE
M05030	POLYHEDRON VOLUME/AREA
M05031	PRISM VOLUME/AREA
M05032	CYLINDER VOLUME/AREA
M05033	CONE VOLUME/AREA
M05034	FRUSTUM VOLUME/AREA
M05035	SPHERE VOLUME/AREA
M05036	TORUS VOLUME/AREA
M05037	PRISMATOID VOLUME/AREA
M05038	VECTORS
M05039	VECTOR OPERATIONS
M05040	VECTOR RELATIONSHIPS
M05041	VECTOR ADDITION
M05042	SCALAR/VECTOR MULTIPLES

M05043	PLANE TRANSFORMATIONS
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M05045	LINE ROTATIONS
M05046	TRANSFORM COMPOSITION
M05047	IDENTITIES/INVERSES
M05048	INVARIANTS
M05049	PERPENDICULAR LINES
M05050	PERPENDICULAR PLANES
M05051	PARALLEL LINES/PLANES
M05052	SPATIAL DISTANCES
M05053	DIHEDRAL ANGLES
M05054	SPATIAL COORD. SYSTEMS
M05055	MIDPOINT FORMULAE
M05056	SPATIAL DISTANCE FORMULA

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M06004	VECTOR COORDINATES
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M06006	POINT SETS
M06007	RELATED CURVE SETS
M06008	PARABOLA SETS
M06009	ELLIPSE/CIRCLE SETS
M06010	HYPERBOLA SETS

07 - PROBABILITY AND STATISTICS

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M07003	COUNTING TECHNIQUES
M07004	TREE DIAGRAMS
M07005	COMBINATION FORMULAE
M07006	BINOMIAL THEOREM
M07007	PASCALS TRIANGLE
M07008	SUBSETS OF COMBINATIONS
M07009	NORMAL CURVE
M07010	SAMPLING METHODS
M07011	RANDOM NUMBER GENERATORS
M07012	PROBABILITY OF EVENTS
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M07019	FREQUENCY DISTRIBUTIONS
M07020	RANGE/STANDARD DEVIATION

M07021	MEAN/MEDIAN/MODE
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M07023	CURVE FITTING TECHNIQUES
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M07025	STATISTICAL TABLES
M07026	CONFIDENCE INTERVALS

08 - MATRIX ALGEBRA

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M08003	MATRIX ADDITION
M08004	MATRIX MULTIPLICATION
M08005	MATRIX INVERSION
M08006	LINEAR EQUATION SYSTEMS
M08007	CRAMERS LAW-DETIRMINANTS
M08008	INNER PRODUCT OF VECTORS
M08009	VECTOR GEOMETRY
M08010	GEOMETRIC PLANE TRANSFMS
M08011	MATRIX PLANE TRANSFORMS
M08012	LINEAR TRANSFORMATIONS
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M08014	PLANE REFLECTIONS

09 - COMPLEX ALGEBRA

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10 - NUMBER THEORY

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M10004	EMPTY SET
M10005	SET INTERSECTIONS
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M10007	ODD/EVEN NUMBERS
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M11004	OPERATIONS ON MATH FNS.
M11005	GRAPHS OF FUNCTIONS
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M11007	QUADRATIC FUNCTIONS
M11008	RATIONAL FUNCTIONS
M11009	EXPONENTIAL FUNCTIONS
M11010	LOGARITHMIC FUNCTIONS
M11011	CIRCULAR FUNCTIONS
M11012	LIMITS OF A FUNCTION
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M12005	SECOND DERIVATIVES
M03060	MAXIMA/MINIMA
M12007	MEAN VALUE THEOREM
M12008	INTEGRATION FOR AREAS
M12009	TRAPEZOID RULE
M12010	INTEGRAL APPROXIMATIONS
M12011	TRIGONOMETRIC FUNCTIONS
M12012	NATURAL LOGARITHMS
M12013	EXPONENTIAL FUNCTION
M12014	TRIG FNS. FOR INTEGRALS
M12015	PARTIAL FRACTIONS
M12016	INTEGRATION BY PARTS
M12017	LIMITS OF SERIES
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M12025	ARITHMETIC MEANS
M12026	GEOMETRIC MEANS
M12027	FIRST ORDER DIFF. EQUNS.
M12028	FIRST DEGREE DIFF.EQUNS.
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M13005	LOGICAL CONDITIONALS
M13006	LOGICAL EQUIVALENCE
M13007	LOGICAL INFERENCE RULES
M13008	LOGICAL PROOF TECHNIQUES
M13009	SYMBOLIC LOGIC
M13010	LOGIC LEVELS
M13011	AND GATES
M13012	OR GATES
M13013	NOT FUNCTIONS
M13014	NAND GATES
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M14005	NUMERICAL INTERGRALS
M14006	NUMERICAL SOLNS.DIFF.EQS
M14007	LEAST SQUARES FITTING
M14008	NONLINEAR EQUN SOLUTIONS

15 - CONSUMER/BUSINESS MATH

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M15020	COINS AND CURRENCY
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PS1007	PROPERTIES DUE TO BONDS
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PS1087	STATISTICAL MECHANICS
PS1088	WAVE MECHANICS
PS1089	QUANTUM THEORY
PS1090	CRYSTAL PROPERTIES
PS1091	ALLOY PROPERTIES
PS1092	SEMICONDUCTOR PROPERTIES
PS1093	SUPERCONDUCTOR PROPTIES.
PS1094	PLASTICS PROPERTIES
PS1095	TRANSISTOR PROPERTIES
PS1096	LASER PROPERTIES
PS1097	CERAMIC DEVICE PROPTIES.
PS1098	SOLUTION BEHAVIOR

PS1099	SOLUBILITY
PS1100	IONIZATION
PS1101	ACID/BASE/SALTS
PS1102	ELECTROCHEMISTRY
PS1103	HYDROLYSIS
PS1104	MOLARITY
PS1105	NORMALITY
PS1106	SOUND WAVES
PS1107	PERCEPTION(HEARING)
PS1108	ACCOUSTICAL TREATMENTS
PS1109	CHEMICAL ENERGY BALANCE
PS1110	CHEMICAL MATERIAL BLNCE.
PS1111	MULTIPLE PROPORTIONS
PS1112	DEFINITE PROPORTIONS
PS1113	BALANCING EQUATIONS
PS1114	ENERGY CHANGES
PS1115	HEAT AND MECH. ENERGY
PS1116	HEAT AND CHEM. CHANGES
PS1117	PERIODIC WAVE MOTION
PS1118	WAVE LENGTH
PS1119	WAVE FREQUENCY
PS1120	WAVE VELOCITY
PS1121	WAVE AMPLITUDE
PS1122	ENERGY TRANSFER (WAVES)

PS1123	REFLECTION
PS1124	REFRACTION
PS1125	INTERFERENCE
PS1126	DIFFRACTION

01 - BIOLOGICAL SCIENCES

BS1001	ANATOMY
BS1002	BACTERIOLOGY
BS1003	BEHAVIOR
BS1004	BIOCHEMISTRY
BS1005	BIOMETRICS
BS1006	BIOPHYSICS
BS1007	CYTOLOGY
BS1008	ENVIRONMENTAL BIOLOGY
BS1009	DEVELOPMENTAL BIOLOGY
BS1010	ECOLOGY
BS1011	ENTOMOLOGY
BS1012	EVOLUTION
BS1013	GENETICS
BS1014	MOLECULAR BIOLOGY
BS1015	NATURE STUDY
BS1016	NUTRITION
BS1017	ORGANIC STUDIES
BS1018	ORIGINS OF LIFE
BS1019	PHYSIOLOGY
BS1020	REPRODUCTION
BS1021	TAXONOMIES

BS1022	BIO-TECHNOLOGY
BS1023	ENERGY/MATTER/LIFE
BS1024	PROTOPLASM AND CELLS
BS1025	MITOSIS
BS1026	LIFE PROCESSES
BS1027	PHOTOSYNTHESIS
BS1028	METABOLISM
BS1029	CHARACTERISTICS OF LIFE
BS1030	BIOLOGICAL ORGANISATION
BS1031	MORPHOLOGY/PHYSIOLOGY
BS1032	PHYSICAL SUPPORT
BS1033	PHYSICAL MOVEMENT
BS1034	BIO. GROWTH/REPLACEMENT
BS1035	RESPIRATION
BS1036	RELEASE OF ENERGY
BS1037	INTERNAL TRANSPORTATION
BS1038	DISPOSAL OF WASTES
BS1039	ACTIVITY INTEGRATION
BS1040	REPRODUCTION
BS1041	EMBRYONIC DEVELOPMENT
BS1042	GENETICS AND HEREDITY
BS1043	CHROMOSOMES

BS1044	GENES
BS1045	MEIOSIS
BS1046	MENDEL'S LAWS
BS1047	MODIFICATION OF SPECIES
BS1048	MUTATIONS
BS1049	ADAPTATIONS
BS1050	TAXONOMIES
BS1051	ECOLOGICAL RELATIONSHIPS
BS1052	LIFE NECESSITIES
BS1053	LIMITING FACTORS
BS1054	INTERDEPENDANCE
BS1055	SYMBIOSIS
BS1056	PARASITISM
BS1057	SOIL/SOIL MINERALS
BS1058	PALEONTOLOGY
BS1059	FOSSILS
BS1060	SUCCESSION OF FOSSILS
BS1061	DISEASE
BS1062	TOXINS

01 - EARTH/SPACE SCIENCES

ES1001	STRUCTURE OF AIRCRAFT
ES1002	FLIGHT OF AIRCRAFT
ES1003	ASTRONAUTICS
ES1004	PALEONTOLOGY
ES1005	EXOBIOLOGY
ES1006	MARINE BIOLOGY
ES1007	ECOLOGY
ES1008	CLIMATE CAUSES
ES1009	CLIMATE EFFECT
ES1010	GLOBAL CLIMATOLOGY
ES1011	REGIONAL CLIMATOLOGY
ES1012	COSMOLOGY
ES1013	EROSION
ES1014	WEATHERING
ES1015	VOLCANIC ERUPTIONS
ES1016	EARTHQUAKES
ES1017	AIR CURRENTS
ES1018	OCEAN CURRENTS
ES1019	PLANETARY MOTION
ES1020	TIDES
ES1021	SEASONS
ES1022	CHEM. COMP. OF EARTH MATLS
ES1023	STRUCTURE OF EARTH MATLS

ES1024	REACTIONS OF EARTH MATLS
ES1025	GEOPHYSICS
ES1026	SPACE FIELDS/FORCES
ES1027	SPACE MASSES/MOTION
ES1028	TIME AND SPACE
ES1029	MATTER AND ENERGY
ES1030	OCEAN FORMS/PROPERTIES
ES1031	LAKE FORMS/PROPERTIES
ES1032	STREAM FORMS/PROPERTIES
ES1033	UNDERGROUND FORMATIONS
ES1034	GLACIERS
ES1035	ATMOSPHERIC WATER
ES1036	HYDROLOGIC CYCLE
ES1037	SPECTROSCOPY
ES1038	TELESCOPY
ES1039	SEISMOGRAPHY
ES1040	MICROSCOPY
ES1041	WEATHER BALLOONS
ES1042	SATELLITES
ES1043	THE LITHOSPHERE
ES1044	THE HYDROSPHERE
ES1045	THE ATMOSPHERE
ES1046	PLANT FOSSILS
ES1047	ANIMAL FOSSILS

ES1048	EARTH SURFACE PHENOMENA
ES1049	SOIL SCIENCE
ES1050	GEOLOGIC UNIFORMITY

01 - ANTHROPOLOGY

AN1001	ARCHAEOLOGY
AN1002	CULTURAL ANTHROPOLOGY
AN1003	ETHNOGRAPHY
AN1004	ETHNOLOGY
AN1005	ETHNOSCIENCE
AN1006	PHYSICAL ANTHROPOLOGY

01 - ECONOMICS

EC1001	BUSINESS/INDUSTRY ECON.
EC1002	COMPARATIVE ECONOMICS
EC1003	CONSUMER ECONOMICS
EC1004	HISTORY OF ECON. THOUGHT
EC1005	MONEY AND BANKING
EC1006	NATIONAL INCOME
EC1007	RESOURCE ECONOMICS

01 - GEOGRAPHY

GG1001	HISTORICAL GEOGRAPHY
GG1002	HUMAN GEOGRAPHY
GG1003	PHYSICAL GEOGRAPHY
GG1004	REGIONAL GEOGRAPHY

01 - HISTORY

HI1001	AMERICAN(CONTINENT) HIST
HI1002	LOCAL HISTORY
HI1003	MODERN HISTORY
HI1004	STATE HISTORY
HI1005	U.S. HISTORY
HI1006	WESTERN CIVILIZATION
HI1007	NONWESTERN CIVILIZATION
HI1008	WORLD CIVILIZATION
HI1009	WORLD HISTORY

01 - PHILOSOPHY

PH1001	ETHICS
PH1002	HISTORY OF PHILOSOPHY
PH1003	LOGIC
PH1004	METAPHYSICS
PH1005	PHILOSOPHY OF RELIGION

01 - POLITICAL SCIENCE

PL1001	AMERICAN GOVERNMENT
PL1002	COMPARATIVE POLITICS
PL1003	CONTEMPORY WORLD AFFAIRS
PL1004	INTERNATIONAL RELATIONS
PL1005	POLITICAL PARTIES
PL1006	POLITICAL SOCIALIZATION
PL1007	POLITICAL THEORIES

01 - PSYCHOLOGY

PY1001	DEVELOPMENTAL PSYCH.
PY1002	EDUCATIONAL PSYCH.
PY1003	GENERAL PSYCH.
PY1004	PSYCH. OF ADJUSTMENT
PY1005	SOCIAL PSYCHOLOGY

01 - SOCIOLOGY

SO1001	COMMUNITY SOCIOLOGY
SO1002	POLITICAL SOCIOLOGY
SO1003	SOCIALIZATION
SO1004	SOCIAL ORGANIZATION
SO1005	SOCIAL PROBLEMS
SO1006	SOCIAL STRATIFICATION
SO1007	SOCIAL THEORIES

01 - GENERAL SOCIAL STUDIES

GS1001	OVERSEAS AFFAIRS
GS1002	U.S. REGIONAL AFFAIRS
GS1003	LOCAL AFFAIRS
GS1004	CIVIC AFFAIRS

01 - READING

RD1001	TO INTERPRETE SUBHEADINGS
RD1002	TO SEPARATE FACT/FANTASY
RD1003	SIMILES/METAPHORS/ETC.
RD1004	TO IDENTIFY SPEECH IDIOMS
RD1005	LITERAL/FIGURATIVE LANG.
RD1006	VARIABLY DIFFICULT LEVELS
RD1007	AND USE QUOTATION MARKS
RD1008	AND USE DASH,SEMICOLON,ETC
RD1009	FOOTNOTES/NOTATIONAL FORMS
RD1010	FOR DETAILS
RD1011	TO FOLLOW DIRECTIONS
RD1012	AND SEQUENCE EVENTS
RD1013	MAIN IDEAS
RD1014	AND LOCATE INFORMATION
RD1015	AND REMEMBER IN DEPTH
RD1016	TO UNDERSTAND WRITERS PLAN
RD1017	FOR PROBLEM AND SOLUTION
RD1018	FOR CAUSE/EFFECT
RD1019	SUGGESTED STORY SETTINGS
RD1020	FOR FEELINGS OF CHARACTERS

RD1021	INFERENCE FROM TITLE/PICS.
RD1022	FOR OUTCOME PREDICTIONS
RD1023	CHARACTER MOTIVATION KEYS
RD1024	INTO CHARACTERIZATION
RD1025	AND RECOGNIZE SATIRE
RD1026	SYMBOLISM USED BY AUTHOR
RD1027	INDIRECT POINTS OF VIEW
RD1028	AND COMPARE WRITING STYLES
RD1029	FOR ENJOYMENT
RD1030	FOR SPEED
RD1031	WITHOUT REPEATING
RD1032	WITHOUT VOCALIZATION
RD1033	BY PHRASES
RD1034	AND SKIP KNOWN MATERIAL
RD1035	PHONETICALLY FOR NEW WORDS
RD1036	FOR STRUCTURAL ANALYSIS
RD1037	USING DICTIONARIES NEEDED
RD1038	MEANINGS BEST FOR CONTEXT
RD1039	AND TRACE ETYMOLOGY
RD1040	SYNONYMS AND ANTONYMS
RD1041	AND USE WORD MULTIFORMS

RD1042	USING PRECISE TERMS
RD1043	MOOD, COLOR, ETC DESCRIPTION
RD1044	NEWSPAPER FORMAT
RD1045	SIGNS
RD1046	FORMS
RD1047	DIRECTIONS
RD1048	AND EVALUATE LABELS/ADS

01 - LISTENING

LI1001	WITH GOOD ATTITUDE
LI1002	TO SIMILARITIES OF WORDS
LI1003	TO DIFFERENCES IN WORDS
LI1004	AND RECALL MATERIAL
LI1005	FOR MAIN IDEAS
LI1006	FOR DIRECTION ACCURATELY
LI1007	FOR MESSAGES ACCURATELY
LI1008	TO AND EVALUATE T.V.
LI1009	TO AND EVALUATE RADIO
LI1010	AND TAKE LECTURE NOTES
LI1011	TO SEQUENCES LOGICALLY

01 - SPEAKING ABILITY

SK1001	SELECT CONVERSN. TOPICS
SK1002	CONTRIBUTE TO CONVERSTN.
SK1003	REMAIN ON TOPIC
SK1004	BE BRIEF AND CONCISE
SK1005	CONVERSE WITH GROUPS
SK1006	FIND MUTUAL INTERESTS
SK1007	DISTINGUISH FACT/OPINION
SK1008	QUOTE FROM FIRM SOURCES
SK1009	DISCUSS TOPICAL ISSUES
SK1010	GIVE DIRECTIONS
SK1011	GIVE RELEVANT INFO.
SK1012	RECEIVE AND GIVE MESSAGE
SK1013	MODULATE VOICE ON PHONE
SK1014	REPORT READING TEXT
SK1015	TELL STORIES FOR MOOD
SK1016	INTRODUCE FOR INTERVIEW
SK1017	STATE INTERVIEW PURPOSE
SK1018	STATE YOUR QUALIFICATNS.

01 - WRITING ABILITY

WR1001	USE PARTS OF A SENTENCE
WR1002	CLASSIFY SENTENCES
WR1003	USE SENTENCES CORRECTLY
WR1004	USE NOUNS
WR1005	USE PRONOUNS
WR1006	USE VERBS
WR1007	USE ADJECTIVES
WR1008	USE ADVERBS
WR1009	USE PREPOSITIONS
WR1010	USE CONJUNCTIONS
WR1011	USE SENTENCE FORMS
WR1012	USE SENTENCE STYLES
WR1013	USE CAPITALIZATION
WR1014	USE PUNCTUATION
WR1015	USE PARAGRAPHS
WR1016	COMPOSE VARIABLE FORMS
WR1017	WRITE TYPES OF LETTERS
WR1018	WRITE BUSINESS FORMATS
WR1019	WRITE SOCIAL FORMATS
WR1020	USE RULES OF GRAMMAR

WR1021	USE DICTIONARY
WR1022	DETECT MISSPELLED WORDS
WR1023	DEFINE WORDS VIA AFFIXES
WR1024	DEFINE WORD ROOTS
WR1025	SPELL PLURALS
WR1026	SPELL ABBREVIATIONS
WR1027	SPELL CONTRACTIONS

D. Each performance objective must be examined and its prerequisite learnings, as listed in the manual, assigned to it in the six digit code number. Forms for this are attached.

When the performance objectives have been analyzed, and the newly developed prerequisite learnings are incorporated in the data bank, an editing procedure will be available to change, edit or delete data.

PERFORMANCE OBJECTIVE COMPLETION SHEET

School and System: ______________________________ ____________________

______________________________ ____________________

Name: ____

____

____

Performance Objectives Demonstrated:

______________________________ ______________________________

I.D. # ______________________________ Date ______________________________

S.I.S. 01

PREREQUISITE LEARNINGS COMPLETION SHEET

School and System: ______________________

Name: ______________________

Performance Objectives Demonstrated:

P.R.L. # ______________________ Date ______________________

S.I.S. 02

READING LIST

"The Identification of Common Behavioral Factors as Bases for Pre-Entry Preparation of Workers for Gainful Employment." Douglas Sjorgren et al, Nebraska University.

"The Level of Mastery of Selected Classificating Science Concepts." Alan M. Voelker, Wisconsin University.

"Mathematics Clusters in Selected Areas of Vocational Education." Harold F. Rahmlow, Leonard Winchell, Washington State Board of Education.

"5th Umpqua Experimental Schools Project - The Basic 4-Year Plan; Person Centered Educational Processes." 5th Umpqua School District Oregon.

"Review and Responses; Supplement to a Search for Valid Content for Curricula Courses." Edmund Short et al, Ohio College of Education.

"A Classification Scheme for Objectives Based Evaluation Systems." Morris Alkin, California University.

"Education; Its Components and Constructs." George Posner.

"To Each His Own: Development of a Taxonomy of Teacher Performance Geared to Individualization Among Teachers." Esin Kaya.

"Basic Abilities of Classifying Cognitive Abilities on Bases for Reference Tests." Harris and Harris, Wisconsin University.

"A Tentative Framework for Developing Comprehensive K-12 Career Education." Texas Education Agency.

"Structuring the Knowledge of Man's Practices". Willis Ray.

"A Search for Valid Content for Curriculum Courses." Edmund Short et al, Ohio College of Education.

"Prevocational Education: Exemplary Program Final Report." Washington Board of Education.

"A Study of Occupational Practices as They Relate to Curriculum Design for Career Education." Oliver Oberlander, Central Michigan University.

"Developing Teaching Competencies Needed by Educational Personnel in Post-Secondary Health Occupations Programs." Lewis Holloway, Larry Barley, Iowa University.

"A Curriculum Guide for the Mid Alabama Adult and Vocational Educational Demonstration Center." Charles Ray Johnson, Tuskegee Institute.

"A Curriculum Guide for Adult Education Teachers." Earl Lee Hammett, Louisianna State Department.

"Taxonomy of Educational Objectives. Cognitive Domain - An Annotated Bibliography." Carol Wildeman, Pittsburgh University.

"Knowledges Commonly Useful in 12 Allied Health Occupations." R.J. Wallenstein, Washington State University.

"Summary Description of (Subject) Objectives, Test Items, and Blue Print." Alberta Department of Education (n.b. 8 subject areas).

"Blooms Taxanomy"

"Program of Studies." Amherst Regional High School.

"Program of Studies." Randolph High School.

"Related Science." Middlesex County Vocational-Technical High School, and Adult Technical School.

"Determination of Literacy Skill Requirements in Four Military Occupational Specialties." HumPRO Technical Report 7123.

"The Application of Bloom's Cognitive Taxonomy to Selected Professional Education Competencies." Technical Report, Oregon State University.

"The Blue Hills Model - A Collaborative Experiment in Career Development." Blue Hills Regional Technical School.

"A Relevant Science Curriculum for the 70's." Blue Hills Regional Technical School.

"Course of Study." Arlington High School.

"Occupational Cluster Guides." Oregon Board of Education.

"A Curriculum Guide in Occupational Clustering." Ovian and Carbone, Fitchburg State College.

"The Major Principles of the Biological Sciences." W. Edgar Mistia, H.E.W.

"Standard Terminology for Curriculum and Instruction in Local and State School Systems." H.E.W.

Minority Access Project - Skills Taxonomies.

Minuteman RVTS Curriculum Material.

APPENDIX E

'Careers and Me'

Occupational Competence Access Project

"Careers and Me" Series
Resources #1

CAREER EDUCATION RESOURCES FOR COUNSELORS, TEACHERS, STUDENTS AND PARENTS

The following comprise a beginning list of "how to do it" resources which help students, educators, and parents put into practice the concepts of career education. These resources have been used in Project CAREER's applied research activities.

Title	Author/Publisher	Description
Teenage Jobs* ($.95)	Ruth Lembeck (Dell Publishing - New York)	Excellent resource for students, teachers or counselors; relates students' interests to specific career opportunities (includes careers for travel, art, photography, science, English, social studies, food and many more).
If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else*	David Campbell (Argus Communications - Niles, Ill.)	Written for the high school age (and older); can be useful resource for parents, teachers and counselors; emphasizes importance of planning and developing one's assets (skills, motivation, experience, friends, etc.).
Almanac 18 (journal)* ($2.00)	(Approach 13-30 Corp. - Knoxville, Tenn.)	Annual handbook for students leaving high school; good for students, as well as teachers, counselors and parents; examples of articles are: What is a College Degree Really Worth?, How to Choose a Career, Life in the Military, and Making Marriage a Winning Proposal.

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(Continued reverse side)

Title	Author/Publisher	Description
What Color is Your Parachute?*	Richard Bolles (Ten Speed Press - Berkeley, Calif.)	Though aimed at adults, many of the principles can be applied to teenagers; good resource for counselors, teachers and parents; Bolles details a practical process by which people can learn about their skills, explore careers that match these skills, and land the job they decide upon; excellent description of such topics as the current job market, how to use one's experience to identify talents (with several practical exercises), and how to approach the "person who can hire you"; also lists many other resource books in final chapter.
Occupational Outlook Handbook ($6.95)	U.S. Government Dept. of Labor	Good resource for counselors, teachers and students; gives outline of 700 occupations, including future outlook, skills required, training, salary, working conditions, and sources to write for more (usually free) information.
Career Education in the Academic Classroom ($8.95)	(Olympus Publishing - Salt Lake City)	Excellent resource for classroom teacher; gives practical suggestions of how to relate academic subject areas to careers.
Career World (Magazine) ($3.25/year)	(Curriculum Innovations, Inc. - Highwood, Ill.)	Monthly publication written for junior and senior high school students, but also a useful resource for teachers, counselors and parents; teachers guide included with each issue; many articles and features relating to careers; each month Career World examines in depth one of the USOE occupational clusters.

* All titles with an asterisk are in paperback. Many of them are either in stock or quickly obtainable from:

Educational Paperback Services, Inc.
216 Newton Street
Waltham, Massachusetts 02154

Can order by phone at (617) 894-2501

Occupational Competence Access Project

"Careers and Me" Series
Resources #2

EXERCISES FOR COUNSELORS AND TEACHERS TO HELP STUDENTS DEVELOP "SELF AWARENESS"

This sheet is to be used with the "self" student sheets of the "Careers and Me" series.

The objective of the "self" exercises is for the student to have a clear understanding of his/her talents, interests and values -- an integrated picture of the self and a grasp of how this "self" might relate to career planning.

Listed below are several exercises that counselors and teachers might use to help students develop better self awareness. These activities can take the form of written exercises, open discussion or both.

For best results, the exercises should be used prior to using the Student Sheets.

Sample student exercises to help identify talents, interests and values:

1) What subjects do you find most interesting in school? Why?

2) What paid or volunteer jobs have you had? What did you like/dislike about each? What verbs could you use to describe the work you did?

3) In what extra-curricular activities are you involved? What do you enjoy most about these activities?

4) What hobbies do you have? What skills are you using in them? How else could you use these skills?

5) What kind of life would you like to live as an adult? Describe in detail?

6) What would you like to be doing in 5 years? In 10 years?

7) Describe your "ideal job". What is it about this job that appeals to you?

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(Continued on Reverse Side)

8) Do you have any secret ambitious? Fantasies about your future? Describe them in detail and see if maybe they could be realistic goals.

9) Pick out 5 (or more) things you have done in your life which you consider your most important accomplishments. These are things you a) did very well, b) enjoyed doing and c) were very proud of. Write about each, telling what you did in detail, how you did it, and why it gave you satisfaction.

10) Before I die I want to ______________________ or, I want my epitaph to read as follows:

11) Write the autobiography of your life. Go back and try to see what things you like doing and do well. What things are most important to you?

12) Take the values as listed in student sheet #2 and have students write these values on a set of 3 x 5 index cards (or pieces of paper).

Have the class break up into groups of 4. In each group the students will, one at a time, put aside the value cards that are not important to them, explaining to the others why they are not. The goal is for each student to finish with his/her top five value cards, arranged in order of priority. Encourage the students to explain "why" for their rankings.

13) Encourage students (using student sheet #5 - "Summary") to try different ways of presenting himself/herself. Some may draw or visually represent the self. Others may write it in a more creative way (a poem, etc) still others may wish to make an oral presentation of "self" (a "This is Your Life" skit, a song, etc). Try to let students express their unique selves in ways that suit them.

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Occupational Competence Access Project

"Careers and Me"
Series
Resources #3

EXERCISES FOR COUNSELORS AND TEACHERS TO HELP STUDENTS EXPLORE CAREERS

This sheet should be used after the sheets on "self". Before students explore careers, it is very important that they have a clear picture of their skills, talents, interests and values.

This sheet may be used in conjunction with the student sheets on "exploring".

Listed below are several activities which a counselor or teacher might use to assist students explore careers. It is most important that the student: (1) learn the process of exploring and (2) learn to expand his/her options by matching careers to identified talents and interests.

Sample activities for exploring careers:

1. Have students use the Occupational Outlook Handbook; ask them to look up their first three tentative career choices and summarize the information found.

2. Have the class do research papers on specific careers; use materials in the Career Information Center; interview job-holders; use newspaper and magazine articles.

3. Pick certain career areas and have students clip the Sunday Classified section for all jobs in that field; discuss these job fields in class (requirements, future, earnings, hours); use this exercise as a basis to invite in an outside speaker.

4. Ask students to search the Sunday Help Wanted section for their "ideal job" and bring it to class, mix up the job descriptions, then ask students to try to guess who picked each one.

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(Continued reverse side)

5. Name for the class a specific skill; (e.g. writing ability); have the class discuss as many jobs as possible that use that skill; do the same with other skills emphasizing that each of their own skills can be used in many occupations; have them discuss their own skills in this manner; re-emphasize how jobs can be clustered by skill areas.

6. Identify the three or four major career interests of your class; plan a speakers program with your class; discuss the occupation before the speaker visits; as a class, make up a list of questions for the speaker and send him/her a copy; when the speaker comes, use the questions as an agenda; after the visit, evaluate both the speaker and the occupation; write a thank you note.

7. Ask the students to describe what things they want from a job (salary, benefits, future, skills used, etc.) and ask them to set up an individual rank-order list; have them now re-examine their top three career choices using this checklist.

8. Ask the students to describe what things they feel jobs demand of them (training, experience, hours, dress, behavior, etc.); discuss the difference between these requirements and #7 above; have the students review once again their top three choices using this checklist.

9. Have students break into smaller groups by preferred occupational area; ask them to describe their occupational choice in the year 1985; how must they adapt to this change between now and then? Have them read the Occupational Outlook Handbook to further explore future changes in their occupational areas.

10. As a teacher or counselor, build up a file of community resource people, cataloging them by career field; you may want to have the students help expand this list.

11. Have students develop strategies (including lists of questions) to conduct on-site interviews with workers in their career fields; emphasize learning exactly what skills the worker needs for success in his job; class discussions can follow each interview; students could also tape interviews with workers.

12. Assign a group of students to a bulletin board display project; let them pick a career area and encourage their creativity (photos, newspaper clippings, brochures, etc.).

13. How many jobs are there in this school? Give the students a set period of time (30 minutes/a day) to explore all non-teaching jobs in the school; have them get signatures and brief job descriptions for each worker; class discussion should emphasize how we too often overlook jobs right "under our noses".

14. Have students list the subjects they are taking at the present time; for each subject, have them list skills they are acquiring; finally, in what career fields are they gaining skills in each of their school courses?

15. Have the students analyze the national and local job market in their top three career fields; the Occupational Outlook Handbook can be used for national information; for local information, encourage their creativity (Chamber of Commerce, D.E.S., local workers, etc.); discuss how this information might affect their future decisions.

16. Have the student review their "self" sheets; now, with increased information on both "self" and "careers", have them re-evaluate their career choices; emphasize the importance of choosing a career that matches the kind of person you are.

Occupational Competence Access Project

"Careers and Me" Series
Resources #4

GUEST SPEAKER:
BEFORE, DURING AND AFTER

The effectiveness of a guest speaker is dependent upon how well the teacher prepares before, during and after activities.

Before the speaker comes:

1. Determine your goals as a teacher in having a speaker; i.e., do you want him or her to speak about:
    - a. A specific job.
    - b. A career cluster.
    - c. Different careers in one company.
    - d. Future trends in a career area.
    - e. How skills in your course relate to an occupation, etc.
    - f. Other:
2. Prepare the class (the guest speaker's visit should logically fit into your course activities):
    - a. Explain to the class why the speaker is coming and how the visit complements the course.
    - b. Distribute to the students sample career information on the speakers' field and ask each student to write down at least three questions for the speaker.
    - c. The day before the speaker comes, generate a class discussion based on their questions and come up with an agreed upon class list of ten (or more) questions for the speaker.

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(See reverse side)

3. Prepare the speaker (the more information he or she has about your goals and class, the better his/her visit will be):

    a. Contact the speaker and set up an appointment to talk to him/her.

    b. Tell the speaker your goals, the size of your class, if the class is co-ed or not, something about the interest of your students, the related topics they have already discussed in class, location of the school, date and time, where to meet you, telephone number where you can be reached; ask him or her what is of prime interest to them.

    c. Give the speaker the list of sample questions and ask him or her to be ready to respond to each.

    d. Ask the speaker if there are any career materials, or information on his or her organization, that you could receive to help prepare the class.

While the speaker is there:

1. Introduce the speaker to the class and explain to everyone (again) why he or she has been invited.

2. Explain that the students have prepared several questions; ask the speaker an introductory question that you and she/he had agreed on earlier to open up discussion.

3. Students will then ask their own questions.

4. With five minutes or so left in the class, teacher and speaker should summarize the information that has been given to the class.

After the speaker leaves:

1. For the students: discuss the visit (use the written questions if desired); ask how they see school subjects can be used in this job; ask students to give a (written) evaluation of the visit.

2. For the speaker: write a thank you note (the students may wish to do this too); inform the speaker of the written feedback of the evaluation; ask the resource speaker to perform a brief written evaluation.

3. Finally, you as a teacher should evaluate the visit to see whether it realized your initial objective.

Occupational Competence Access Project

"Careers and Me" Series
Resource #5

SAMPLE QUESTIONS FOR A GUEST SPEAKER

1. What do you do on your job (describe a typical day)?

2. What do you like most about your job and why?

3. What do you like least about your job and why?

4. How did you get into this field (what other jobs have you had)?

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(See reverse side)

5. What personal qualities (skills, values and interests) do you feel would be most important in your work? Why?

6. What different jobs are there in your field? What is the outlook locally and nationally?

7. What kind of training/education is necessary for this career?

8. What kinds of people get into your field?

9. If a student is interested in your field, what steps could he/she take to investigate or prepare?

10. What are the working conditions, benefits, and salaries of people in your career field?

ocap

Occupational Competence Access Project

"Careers and Me" Series
Resource #6

COUNSELOR ROLE(S) IN STUDENT CAREER DEVELOPMENT

Following is a working list of school counselor roles in a career education program, roles which require that the counselor serve as leader and change agent in the school setting.

The roles are described from the perspective of student need, with the exception of (E), which is a school need.

A. Students need to develop positive, realistic awareness of their own assets (SELF-AWARENESS):

Counselor roles:

1. Develop and carry out student exercises on values, interests and skills in small groups or in classrooms.

2. Serve as consultant to teachers for class exercises on self-awareness.

B. Students need to acquire more extensive and realistic information about the world of work (CAREER AWARENESS AND EXPLORATION):

Counselor roles:

1. Coordinate, set up and publicize school Career Information Center.

2. Initiate and lead Community Advisory Committee, to involve local employers in school's career education program.

3. Develop speakers' list (by occupation and related school courses) and make available to classroom teachers.

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(See Reverse Side)

4. Stage a Career Day (or Career Night) and invite parents.

5. Develop a list of local employers (by occupation) who will allow students to visit them at their place of business.

6. Serve as a resource to the classroom teacher to help her/him relate subject to careers.

C. Students need to learn the skills necessary for deciding and planning their educational/career futures (DECISION-MAKING AND PLANNING):

Counselor roles:

1. Coordinate the acquisition of decision-making skills by all students in your school (through mini-courses, group counseling, academic classes, etc.).

2. Act as resource to teachers who wish to infuse decision-making into their courses (e.g. social studies).

3. Use small groups of your counselees to assist them in applying these learned deciding skills to their own post-secondary plans.

D. Students need to learn the skills necessary to implement life/career decisions (IMPLEMENTATION):

Counselor roles:

1. Teach through mini-courses, small groups, or in classrooms, job-finding skills: interviewing, resume-writing, how to find the "hidden job market," etc.

2. Help college-bound students make specific plans for how they will use college experiences to better prepare for the world of work (e.g., selection of major, volunteer work experiences, extra-curricular activities).

E. The school needs to have a comprehensive, well-articulated career education program

Counselor roles:

1. Approach the principal to help set up a school career education committee, made up of representatives from all departments; help coördinate the committee.

2. Develop and periodically distribute a career education newsletter for (a) students, (b) staff, and (c) parents; assume responsibility for local publicity for program (newspapers, other media).

3. Hold a "career open house" at the school for parents to explain the program to teachers.

4. Get invited to individual department meetings to help explain the program to them.

5. Assume responsibility for the "accountability" of the career education program; develop forms and files to show (your supervisor, the principal, parents, or the school board) how all your students have experienced the various stages of life/career planning at your school.

6. Share your successes with others; encourage them (teachers or counselors) to try an activity; help build your program by involving leaders in your school; sell your program by pointing to your tangible successes (students).

Occupational Competence Access Project

"Careers and Me" Series
Resource #7

DEFINING THE COUNSELOR ROLE(S) IN STUDENT CAREER DEVELOPMENT: A WORKSHOP APPROACH

Listed below is a sequence of steps which lead to a logical definition of the counselor's role in career educaton.

This sheet may be used by guidance departments or by other groups responsible for assisting students in life/work planning.

This sheet should be used in conjunction with Resource Sheet #6, "Counselor Role(s) in Student Career Development".

Following is an outline for the steps leading counselors toward a definition of their roles in career education.

Step 1 - Describing Student Needs:

The counselors should brainstorm for an appropriate period of time, listing what they feel are student "needs" in terms of career development; many issues should surface, such as "more realistic information", "help in decision-making", "speakers", "values clarification", etc.

The group leader should then help summarize these needs, showing that they fall into the broad categories of Self-Awareness (values, skills, interests, etc.), Career Awareness and Exploration, Decision-Making (tentative) and Planning, and Implementation.

Step 2 - Listing Possible Counselor Activities:

Next, the leader should encourage the counselors to examine the list of identified student needs and list (either by brainstorming, small group discussion or large group feedback) possible counselor activities to meet these student needs.

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(See Reverse Side)

Many specific activities should result (e.g. "setting up a Career Information Center", "teaching a mini-course on decision-making", "developing a community resource committee", etc.).

After a wide-ranging list of activities has been accumulated, the leader should encourage the group to try to define a handful of larger counselor roles which encompass these specific activities. The resulting headings may include such roles as:

1. The counselor as resource to the classroom teacher.
2. The counselor as coordinator/administrator of a school career education program.
3. The counselor as a "counselor": provides assistance to students in areas such as values, interests, skills, decision-making, etc; (the developmental aspect of the student's career process).
4. The counselor as career information coordinator: provides information on career fields, post-secondary alternatives, community resources, etc.
5. The counselor as "linker" for career education (with students, parents, teachers, administrators, community leaders, media, etc).

Step 3 - Summary:

The leader should next attempt a summary of what the group has produced so far -- a list of student needs and a roster of possible counselor roles and activities in the students' career development process. Any questions from the group should be dealt with at this time.

Step 4 - Action Plans:

The last activity will depend very much on both the leader's and counselors' commitment. The purpose of this final step is to produce some tangible next steps, so that the previous discussion does not simply become an intellectual exercise.

Step 4 may take many forms. It may result in counselors (a) deciding to meet weekly to further develop their roles in career education; (b) deciding to start a Career Information Center; (c) deciding to set up a "mini-course" on decision-making; see Resource Sheet #6 for other possibilities.

The optimum outcome of the workshop is that counselors will decide to not only take the initiative for developing an overall school career education program, but also commit themselves to some specific first steps, together with a timetable! It is important that the discussion end with agreement on specific follow-up for counselor involvement (when? where? how?).

Note: The time frame for this workshop is open-ended. It need not be completed in one session. One logical follow-up would be to use the "Careers and Me" Sheet (Resource #6) on "Counselor Role(s) in Student Career Development" for planning specific activities.

ocap

Occupational Competence Access Project

"Careers and Me" Series
Self
Student Sheet # 1

MY VALUES

Values are the strong beliefs that you live by. They are very important things to keep in mind as you choose a career.

Listed below are some things that people value. Spaces are provided for you to list other values which you may have.

Please mark in order those you value most. For instance, put a "1" by the value of greatest importance to you, a "2" for the value of next importance and so on.

____ power

____ enjoyment

____ helping others

____ success

____ money

____ friendship

____ possessions

____ independence (freedom to do as I wish)

____ leading others

____ love

____ popularity

____ security

____ education

____ approval of others

____ expertness

____

____

____

____

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(Continued reverse side)

Your six most important values from this list were:

(1)

(2)

(3)

(4)

(5)

(6)

Describe the kind of job you think would fit your most important values?

(Counselor/Teacher)

(Me)

Occupational Competence Access Project

"Careers and Me" Series
Self
Student Sheet # 2

MY TALENTS AND SKILLS

Your talents and skills are very important in choosing a career. Talents include very general abilities, such as musical, mathematical or athletic talents. Skills are specific abilities such as playing the piano, programming a computer or playing tennis.

Listed below are talents that people have.

Please mark in order those talents you feel you have. For instance, put a "1" next to the talent you feel is your strongest, "2" for the next and so on for each talent. Take into consideration not only what you do well, but what you enjoy doing.

___ Numerical (working with numbers)

___ Verbal (working with words, writing and speaking)

___ Mechanical (working with machines and tools)

___ Physical (working with hands and body)

___ Leadership (planning and organizing)

___ Social (working with people)

___ Artistic (working with color, design)

___ Clerical (working in detail with words and numbers)

___ Musical (singing, playing an instrument)

___ Scientific (ability to study and solve problems)

Now, list your top three talents and name any specific skills in those areas you either have now or plan to develop:

Talent	Skills I now have for this talent	Skills I plan to develop
1)		
2)		
3)		

Think of talents as naturally given, skills as something you work to acquire. It obviously makes sense for you to discover where your natural talents lie, then to try to develop specific skills in those areas. The more skills you develop, the more careers (and other activities) you can consider.

What types of jobs, careers or spare-time activities, can you think of that would use your most important talents?

____
(Counselor/Teacher)

____
(Me)

"Careers and Me" Series
Self
Student Sheet #3

MY INTERESTS

Your interests, like your talents and your values, are important to consider as you explore different careers.

Interests are those things you are curious about, as well as the activities you enjoy and that give you satisfaction. Your interests will tell you a great deal about the kind of person you are and also give you clues about what future careers will make you happiest.

Examples of interests include: gardening, writing poetry, playing basketball, fixing cars, studying the weather, painting, taking care of small children, singing in a group, and selling things door to door.

Hint: To help find your interests, finish the following sentences:

At school I often enjoy __________. I've always been curious about _______.
In my free time at home I ________. Some of my hobbies are _____________.

Name several interests you have:

(1)

(2)

(3)

(4)

(5)

Others:

Now go back over your important interests and examine them more closely.

What talents or skills did you use most often?

What values are present?

What are some careers that might use your interests?

Why do you think your interests are important in choosing a career?

______________________	______________________
(Counselor/Teacher)	(Me)

Occupational Competence Access Project

"Careers and Me" Series
Self
Student Sheet #4

SUMMARY OF MY "SELF"

Before you explore careers, you should be able to describe the kind of person you are. If you can successfully name those things you most enjoy doing, and the things you do well, your chances are much better for choosing a career that will make you happy.

Taking the Student Sheets you have already completed, fill in the "self circles" below:

My talents:

My values:

My interests:

Other things about me:

Now, you may want to draw (on another piece of paper) a different "picture" of yourself, by using your talents, values and interests in some other shape or arrangement.

After you look at your "self", write a paragraph or two describing 1) the kind of person you are and 2) what this tells you about the kind of career you might choose.

________________________ Counselor/Teacher

________________________ (Me)

"Careers and Me" Series
Exploring
Student Sheet #5

EXPLORING AN OCCUPATION
(Revised)

I understand that any occupation I become interested in should closely match the kind of person I am -- my skills, talents, interests and values.

In a brief paragraph, here are my talents and interests (that I want any job to satisfy):

Now, using written information in the Career Information Center (like the Occupational Outlook Handbook, etc.) I will try to find out if this occupation matches my interests and skills.

A. Name of occupation:

B. What does this person do?

C. What skills and personality are needed for this job?

D. What education and training is necessary?

E. Where do these people work?

F. What is the salary range of this occupation?

G. What are the hours of this job? The benefits?

H. What is the future outlook for this occupation?

I. What are some names for different jobs in this field?

J. Summary: What do I like about this job?

K. Summary: What do I dislike about this job?

L. Here are some places I can write for more information:

M. What do I now think of this job?

(My Name)

CAREER MATCH*

Listed below are six personality types which can be expressed in all careers. Read carefully each of the six types. Then read them each again, marking with a pencil the order in which you prefer them (1, 2, 3, 4, 5, 6) in the blanks in the right-hand column.

We want you to end up with your first, second, third, fourth, fifth and sixth choices from the personality types.

CREATIVE: I like free non-structured activities. I like to create things with my han[illegible] I enjoy art work, such as sketching, drawing or painting. I like activities such as music, design, poetry, plays, or writing.
C: _____

REALISTIC: I like and could be good at building, repairing and fixing things. I would like to work with tools, machines and animals. I like things like manual, mechanical, agricultural, electrical and technical activities.
R: _____

SOCIAL: I enjoy being with people, working with people and helping people. I am friendly and get along well with people.
S: _____

ENTERPRISING: I like to persuade others to do certain things. I am good at selling ideas and things. I have a lot of energy and enthusiasm. I would like to lead others and sell ideas and things.
E: _____

ORGANIZATIONAL: I like to be well organized. I like (and would be good at) such things as doing paper work, typing, and recording information. I like business and office activities.
O: _____

INVESTIGATIVE: I like to discover new facts and solve problems. I enjoy reading scientific information, working with scientific projects, solving math problems and taking science courses.
I: _____

---

*Adapted from work of John Holland

INSTRUCTIONS

Take your first three choices (the ones marked 1, 2 and 3) and place the alphabetical letters from the right column in the blank spaces below.

For example, if your first choice is "Social", the letter is "S", if your second choice is "Creative", the letter is C and if your third choice is Investigative, the letter is "I". The letter key would then be S C I.

My three letter keys are: ______ 1st choice ______ 2nd choice ______ 3rd choice

FURTHER INSTRUCTIONS

Look at the KEYS TO CAREERS to find possible careers for you to look into. First, find your three-letter key and carefully look over those careers. Also, look over your letter keys in different combinations. For example, if your key was SCI, also look at careers under SIC, CIS, IAS, CSI, and ISC. Also, check all careers under all the keys that begin with your first letter (in this case all the codes beginning with "S").

List below any of those suggested careers which you are interested in investigating. Explore these further in the Career Information Center.

1. ____________________ 6. ____________________

2. ____________________ 7. ____________________

3. ____________________ 8. ____________________

4. ____________________ 9. ____________________

5. ____________________ 10. ____________________

APPENDIX F

Job Description - CIC Aide

5. Work closely with counselors to assist them in providing career information either directly to counselors or to their counselees (on a referral basis).

6. Work closely with teachers to: (a) provide them with career information that relates to their subject area, (b) serve as a referral if teachers wish to send students to the Career Information Center to explore a particular career, and (c) to help teachers develop their own mini-career resource centers in their own classrooms (e.g. science-related careers).

7. Work with students directly (either referrals or "walk-ins"), to help them use the Career Information Center to explore careers; part of the aide's function would be to help train students at high school to serve as CIC "aides".

8. Develop the Career Information Center into more than a mere repository of written information. This might include such services as setting up a speakers bureau, accumulating and communicating information on interviewing, local job openings, resume-writing, etc.

Job Duties -- Career Information Aide

1. Cataloging and organizing existing career information -- a time-consuming clerical task.

2. Seeking out, compiling lists for and ordering free and low-cost career information.

3. Physically setting up the Career Information Center, including filed information, posters, tables, etc.

4. Working with students directly (either referrals or "walk-ins), to help them use the Career Information Center to explore careers; part of the aide's function would be to help train students at the high school to serve as Career Information Center "aides".

5. Publicize program activities.

Title I Aides
(CIC)*

General Description:

The Title I persons will be responsible for meeting the career development needs of the designated Title I students in their school. They will utilize the resources of the CIC and work on an outreach basis with both Title I students and teachers. When possible, and when time permits, they will assist the CIC paraprofessional in her/his duties.

Specific Roles:

(To be decided upon by Evan Flamer and Fred Cole, with assistance of OCAP staff.)

---

*The Title I aides report to Evan Flamer, Title I Coordinator for Lynn Public Schools. If Mr. Flamer so chooses, the Title I aides may report to a Title I teacher(s) in the building. They will not rport to the CIC paraprofessional or the Team Leader. This should be seen as a separate program, that utilizes the same resources to reach Title I students.

3) The CIC Paraprofessional* (city person) will:

a) Coordinate all activities of the CIC, including acting as a resource to Title I aides.

b) Work directly with students to assist them in career development.

c) Coordinate the ordering of materials and supplies for the CIC.

d) Acquire and make available teacher and counselor resources for student career development.

e) Include community resources as part of the CIC.

f) Develop and implement suitable methods of promoting the CIC to both students and faculty.

g) Develop activities to publicize the CIC and the School Program to parents.

*The CIC paraprofessional reports to Fred Cole on a city-wide basis and the Team Leader within his/her school.

APPENDIX G

Role Description - Counselor

MCOE massachusetts center for occupational education

two sun life park, 100 worcester street,
wellesley hills, massachusetts 02181 tel. (617) 235-7020

Project CAREER
May, 1976

"Careers and Me" Series
Resource #7

DEFINING THE COUNSELOR ROLE(S) IN STUDENT CAREER DEVELOPMENT: A WORKSHOP APPROACH

Listed below is a sequence of steps which lead to a logical definition of the counselor's role in career educaton.

This sheet may be used by guidance departments or by other groups responsible for assisting students in life/work planning.

This sheet should be used in conjunction with Resource Sheet #6, "Counselor Role(s) in Student Career Development".

Following is an outline for the steps leading counselors toward a definition of their roles in career education.

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The counselors should brainstorm for an appropriate period of time, listing what they feel are student "needs" in terms of career development; many issues should surface, such as "more realistic information", "help in decision-making", "speakers", "values clarification", etc.

The group leader should then help summarize these needs, showing that they fall into the broad categories of Self-Awareness (values, skills, interests, etc.), Career Awareness and Exploration, Decision-Making (tentative) and Planning, and Implementation.

Step 2 - Listing Possible Counselor Activities:

Next, the leader should encourage the counselors to examine the list of identified student needs and list (either by brainstorming, small group discussion or large group feedback) possible counselor activities to meet these student needs.

(See Reverse Side)

Many specific activities should result (e.g. "setting up a Career Information Center", "teaching a mini-course on decision-making", "developing a community resource committee", etc.).

After a wide-ranging list of activities has been accumulated, the leader should encourage the group to try to define a handful of larger counselor roles which encompass these specific activities. The resulting headings may include such roles as:

1. The counselor as resource to the classroom teacher.
2. The counselor as coordinator/administrator of a school career education program.
3. The counselor as a "counselor": provides assistance to students in areas such as values, interests, skills, decision-making, etc; (the developmental aspect of the student's career process).
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5. The counselor as "linker" for career education (with students, parents, teachers, administrators, community leaders, media, etc).

Step 3 - Summary:

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Step 4 - Action Plans:

The last activity will depend very much on both the leader's and counselors' commitment. The purpose of this final step is to produce some tangible next steps, so that the previous discussion does not simply become an intellectual exercise.

Step 4 may take many forms. It may result in counselors (a) deciding to meet weekly to further develop their roles in career education; (b) deciding to start a Career Information Center; (c) deciding to set up a "mini-course" on decision-making; see Resource Sheet #6 for other possibilities.

The optimum outcome of the workshop is that counselors will decide to not only take the initiative for developing an overall school career education program, but also commit themselves to some specific first steps, together with a timetable! It is important that the discussion end with agreement on specific follow-up for counselor involvement (when? where? how?).

Note: The time frame for this workshop is open-ended. It need not be completed in one session. One logical follow-up would be to use the "Careers and Me" Sheet (Resource #6) on "Counselor Role(s) in Student Career Development" for planning specific activities.

APPENDIX H

Guidance Role at King Philip
Dan Keliher

Possibilities for the Guidance Department's Role
In
Student Career Development
At
King Philip Regional High School for Academic Year
1976 - 77

A Paper Prepared For: Project CAREER

Date: July 9, 1976

By: Daniel C. Keleher, Jr.

The material in this publication was prepared pursuant to Grant # G310-75-0010 with the United States Office of Education Department of Health, Education and Welfare. Points of view or opinions do not necessarily represent USOE policies or positions.

This project is being conducted in compliance with the following civil rights regulations:

"No person in the United States shall on the ground of race, color, or national origin, be excluded from participation or be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Before writing about the possibilities for the Guidance Department't role in Student Career Development at the King Philip Regional High School during the academic year 1976 - 77, it would be helpful to define some terms and to state a few assumptions about them.

Definitions

Career Education - any education which prepares a person for job or career - can be all education. Usually it is a lifelong process extending beyond the classroom and school. Career education could and usually does include career awareness and career development. Career education does not demean traditional education with a work ethic, rather it gives education a new and added relevance which constitutes for many students a most important motivating factor. For they can then see the why of education - the purpose behind it. A better name for career education might be career formation.

Career Awareness - a student's growing awareness of himself, his attitudes, and skills in relation to a career or careers.

Career Development - the programs and processes which facilitate and promote the growth of career education and especially career awareness.

Now that the key terms have been defined, at least for the purposes of this paper, a few assumptions about them can be made.

Assumption I

When we speak of career development or career awareness from a student perspective, we must necessarily focus on the question of identity - who a person thinks he is or is becoming. The development of identity is a process, a lifelong process, and programs of student career development or career awareness must accept this fact. To properly foster career awareness amongst students, questions of personal identity must be asked and students must be allowed to make tentative answers. To choose an appropriate career, a student must be able to match the career to the person. Such matching requires knowledge of both the career and the person. You just cannot do it effectively in any other way.

Assumption II

In developing student career awareness, teachers are the most important key. A classroom or shop teacher is in the best position to help a student see the relationship between subject matter and job possibilities and gauge his own progress in acquiring the skills and attitudes demanded by particular careers.

Assumption III

In career development a counselor acts more as a resource person and facilitator. For he does not deal directly with students in developing and measuring their skills and attitudes. He is a step removed from this process. In promoting career awareness, a counselor still has an important role to play. First, a counselor should share in the general planning which tries to insure that this process happens, both in the classroom and out of it. Secondly, counselors should interact and share in this process with students.

This paper will approach student career development at King Philip Regional High School from the perspective of eleven preordained topics and I will treat all eleven separately. This might involve some repetitiveness which you are asked to suffer in the interests of thoroughness. Each topic will be handled in terms of what is actually possible for the academic year 1976 - 77 at King Philip. And where appropriate, how it can be effected. An added dimension of what should be done will also be discussed for each topic when possible. This "should be done" category includes activities that might not be possible right now but ones that should be considered for future implementation. It also goes without saying that not all the possible ideas for student career development at King Philip during academic year 1976 - 77 can effectively be implemented but that some can and should be.

1. The Career Information Center

The Career Information Center is presently located in the Media Center. this is a less than ideal location for two reasons.

A. The Media Center and thus the Career Information Center are not in the mainstream of student traffic. Many students, unaware of the existence of the Career Information Center, thus have less opportunity to stumble upon it and others who know it exists, are less inclined to use it because of its out of the way location.

B. The Career Information Center is now far removed from the Guidance Office and this distance is an obstacle to possible counselor roles in the CIC. Since it is now physically impossible to move CIC into the Guidance Office, an alternative solution might be to move it as close as possible to the Guidance Office. Rooms 112 and 114 are closer to the Guidance Office and also more in mainstream of student traffic. Such a move would promote use of CIC and facilitate counselor involvement in the Center.

A possible counselor role in CIC could be based upon a freshmen orientation program, whose purpose would be the introduction of all 9th grade students to the High School Guidance Services and the CIC. With some overlap, this could be accomplished through 9th grade science and typing classess. Such an orientation would consist of a counselor visiting a science or typing class once to explain the high school guidance services and the existence and function of the CIC and would terminate with a visit to the CIC. Such a one shot orientation program would increase counselor exposure, help all 9th graders to be aware of guidance services and CIC, and actively publicize Center to them. These introductory units could be accomplished by assigning several 9th grade science and typing classes to each counselor and the counselor would then visit them sometime during the first marking term at the convenience of the teacher and with the permission of the department head.

Another possibility for counselor involvement in CIC would be for counselors to order all career information through the CIC. At present much free or inexpensive material is available but counselors have little time to order it.

Counselors might also meet monthly with Mrs. Hayes, Director of the CIC, to discuss student use of the Center and possible counselor roles there.

Another possibility in the CIC would be for counselors to hold office hours there once a week and the schedule of such hours to be well-publicized to students.

The CIC can be a valuable resource and its use should be maximized.

2. Classroom Visits

9th Grade - One shot orientation to Guidance Office and CIC as explained above.

10th and 11th Grades - Classroom visits by counselors dealing with topics of career awareness can be an integral part of a career development program at King Philip because they encourage many students to explore career goals and increase counselor exposure to students. For academic year 1976 - 77, a program could be implemented among 10th grade math classes and all 11th grade history classes would be assigned equally among the counselors. Each counselor would visit his assigned 10th and 11th grade classes to interact with students and cover the following topics using Project CAREER materials; Self-awareness, Values, Talents and Skills, Interests, Myself-exploring an Occupation, Career Match, and Student Feedback. These visits would, of course, depend upon departmental approval and would ideally take place during first semester. Counselors could visit each assigned class as rarely as twice and as much as seven times to handle above topics. Number of visits would hinge upon time available and curriculum.

12th Grade - Counselors might visit all 12th grade english classes in the spring to discuss with students job finding procedures such as job hunting, resume writing, interviewing, and interview follow-up, etc.

An important part of all counselor classroom visits would involve the teacher's presence and participation. Hopefully, during these group processes, counselor and teacher would interact with each other and with students. Such counselor and teacher cooperation would help them to understand and appreciate their respective roles and this could improve team work and morale. The student will also benefit when they can see their education, not as a fragmented, compartmentalized effort but as a joint effort of the whole school and even of the whole community.

The above program of classroom visits involves students in all 4 years. No one is left out. In addition, different subject areas in each year are asked to forfeit the class time which will make these visits possible.

3. Consultants to Teachers

Counselors should always be willing to share their career development and career awareness knowledge with teachers and vice-versa. Apart from the classroom visits of counselors previously mentioned, counselors and teachers, left to their own initiative, might colloborate with each other in ways not yet surmised. This spirit of cooperation and adaptation should be encouraged.

On a more formalized basis counselors should meet with the various departments or department heads on a regular basis. Perhaps a counselor could be assigned to a particular department or departmental chairman as a linker. Such an assignment could be informally decided by counselor and departmental preference. In such an arrangement, cooperation between guidance and various subject areas is promoted and counselor and teacher interaction would have a chance to deepen and grow. Perhaps teachers would like to help plan a Career Education Night. The possibilities become endless once teacher and counselor officially agree to cooperate for same goals.

4. Vocational Wing

As new vocational wing and programs gradually open, they must be advertised. Perhaps vocational director or vocational counselor could orient all counselors to programs offered by personal tours of facilities.

Counselors could then make greater efforts to personally acquaint interested students to particular vocational programs by arranging individual or group visits to vocational wing.

All counselors could provide career information by clusters to vocational teachers through Media Center and be available and ready to discuss these clusters in class. This could also be done in academic classrooms. As teacher and counselor treat a particular occupational cluster in the classroom with students, teacher, counselor, and student increase their career education knowledge together.

5. Group Counseling

The group counseling done to promote student career development at King Philip Regional High School would not be therapeutic in nature. It could more appropriately be called group guidance, group information giving, or group processes and would initially consist pretty much of the classroom visits mentioned previously. However, such classroom visits, as time and curriculum permit, could become a spinoff point for further group work. Hopefully such classroom visits would elicit strong student response for more and different kinds of group work.

6. College Choice - Career Education Linkage

In all counseling for college, counselors should not fail to emphasize that ideally there should be some relationship between one's choice of a college and major and the possible careers one hopes to follow. This is an excellent way for counselors to promote career awareness and it does not involve any big program changes. It merely involves a possible change in counselor orientation and awareness. Since career development often demands only a refocusing of our attention, many schools are doing it today but they just have not labeled it career development. At King Philip, counselors have always tried to help each student find a suitable career direction.

Counselors at King Philip have traditionally met with seniors in small groups for dissemination of college and financial aid information. Perhaps the practice might be continued with college choice and career education linkage receiving greater emphasis. This linkage can now be more effectively treated through use of the CIC, a resource not available before. Perhaps this linkage could be more economically handled in one big assembly. Small groups do seem more effective than large ones but a problem in small groups is the time consuming task of scheduling them, and holding them.

The college choice - career education linkage could also be promoted among juniors during the spring semester by a program of small group meetings. It could also be handled in one huge assembly. A program of small groups emphasizing this connection could be offered to seniors during first semester and juniors during second semester on a volunteer basis during study hall time. Students could sign up in Guidance Office and such a program would have to be well publicized. In any case, counselors at King Philip will continue to give this linkage the appropriate emphasis in their individual sessions with students.

7. Course Selection - Career Education Linkage

This linkage has always been handled by King Philip counselors most intensively during program of studies selection, both on an individual basis and in the assembly for each class to explain the program of studies. Perhaps this linkage could also be given greater emphasis, and especially as our occupational curriculum expands. Students can now be reminded with greater validity that even within our high school curriculum they have the opportunity to tentatively prepare for many occupations and possibly to try some out. As counselors check student course selection cards, they could look for evidence of a tentative career direction for each student. Having teachers sign card for appropriate subject choice is another way of reinforcing this linkage, since teachers should know best what a student's skill level is in a subject area. Of course, counselors at King Philip will continue to emphasize this linkage on a year round basis in their individual conferences with students.

8. Community Involvement

In order for the Guidance Department to be successful in student career development programs, the community must not only be aware of their efforts but actively supportive of them. Ideally, students should be aware of this community support.

A step in this direction might be the establishment of a Speakers' Bureau involving people from the community who would be willing to visit the high school and speak about their respective career fields. The CIC could be instrumental in setting up such a bureau, as well as contacting area employers who might be interested in work study programs, shadowing programs, and routine field trips.

Representatives from the community might also be helpful in staffing a Career Night at King Philip.

The Guidance Department in conjunction with Project CAREER should make every effort to see that the career development program at King Philip is well publicized both to area newspapers and to school committee personnel. Keeping the school committee informed should be done on a regular basis. Perhaps this could be accomplished through regular reports to a school committee sub committee. In addition, the vocational school advisory committees might also be helpful here. The superintendents proposed parent newsletter might also be utilized for publicity purposes.

9. Self Awareness

10. Decision-Making

These two topics are so closely related that they are best treated together. Self awareness, as mentioned earlier, is one of the keys to personal identity and thus to career awareness. Counselor classroom visits are intended to promote self awareness among individual students, especially as it relates to careers. Hopefully, such increased counselor exposure would make it possible for counselors to follow-up with students on this topic on a more individualized basis.

Teachers are also in a key position to help out here since they can easily help students become aware of their attitudes and skills in relation to a specific career.

In terms of what should be more formalized group programs in values clarification, identity awareness and decision-making skills would be in order. Since the constant change of future society will demand constant choice, students would best be prepared to choose wisely. Prudent decision-making demands self-knowledge and practice. Value clarification and decision-making programs exist in other institutions and perhaps this possibility could be investigated for King Philip. Both of these topics could be approached on a skills basis.

11. Job Finding Skills

As explained earlier, counselors could assist in the handling of the above topic in senior year english classes. Possibly a specific mini course in job finding skills might be offered to 12th graders on a sign-out basis from study halls during the spring semester.

CONCLUSION

The above ideas offer some possibilities for expanding and improving the counselor role in career development at King Philip. To adopt any of them would mean additional tasks for counselors who are already burdened with approximately 370 students each, daily study hall duty, and all their other routine tasks. Since it seems educationally advantageous for counselors to try out these new paths on an experimental basis, it would correspondingly make sense for counselors to be freed from routine study hall duty. The intent here would be to utilize the counselors skills and knowledge as much as possible. Programs of counselor classroom visits, counselor and teacher interaction (any form of working and meeting together on a regular basis), moving the CIC closer to the Guidance Office, and publicizing counselor roles in career development would be excellent first steps in upgrading counselor roles. However, to be successful, they will demand time and preparation. Support, in the form of recognition of this important fact, would give the counselor end of the career development program at King Philip a much needed impetus.

Books Consulted

Campbell, Robert E., Walz, Garry R., Miller, Juliet V., Kriger, Sara Finn, (Editors), Career Education: A Handbook of Methods, Charles Merrill Publishing Co., 1973, Columbus, Ohio.

Goldhammer, Keith, and Taylor, Robert E., Career Education: Perspective and Promise, Charles E. Merrill Publishing Co., 1972, Columbus, Ohio.

Hoyt, Kenneth B., Evans, Robert N., Mackin, Edward F., Mangum, Garth L., Career Education: What It Is And How To Do It, Olympus Publishing Co., 1974, Salt Lake City, Utah.

APPENDIX I

CIC Site School Listings

ocap

(Occupational Competence Access Project)

LYNN CAREER EDUCATION TEAM LEADERS
AND CIC PERSONNEL BY SCHOOL
AS OF NOVEMBER 15, 1977

English High School
Telephone Number - Guidance 595-3696

Alan Tattle - Team Leader

Corrine Scally (CETA Aide)
Carol Yanakakis (City Aide)

Classical High School
Telephone Number - Guidance 594-5678

Bob Whitcher - Team Leader

Carole Calef (City Aide)

Breed Junior High School
Telephone Number - Guidance 542-7774

Muriel DeLaney - Team Leader

Carolyn Walcott (Title I Instructor)
Pearl Brown (Title I Aide)
Caroline Kassiotis (City Aide)

Cobbet Junior High School
Telephone Number - Guidance 581-2347

Betty Sherry - Team Leader

Peter Drivas (Title I Instructor)
Joan Barceleau (City Aide)

Cobbet Junior Vocational High School

Telephone Number - Guidance 543-8138

Jack Cavanaugh - Team Leader

Utilizes Cobbet Junior High School CIC Staff

Eastern Junior High School

Telephone Number - Guidance 599-8710

Dan Mosco - Team Leader

Pat McGuiness (Title I Instructor)
Anna Sears (Title I Aide)
Barbara Brown (City Aide)

Pickering Junior High School

Telephone Number - Guidance 593-2398

Charlie Ruddock - Team Leader

CIC Aide - To Be Appointed

Lynn Vocational Technical High School

Telephone Number - 594-6020

Jane Ingles
Judy Josephs

APPENDIX J

Lesson Planning/Data Base Format

STEPS IN UTILIZING PROJECT CAREER RESOURCES

1. Describe your present or planned unit of instruction in terms of the skills your students will be acquiring. Record these skills on your skill chart.

2. Select from the Project CAREER list of 122 occupations, one occupation which you know encompasses several of your listed skills.

3. Order the appropriate data from Project CAREER as a result of #2.

4. Review the Task Outline for the occupation you selected against your skill list and select appropriate Major Responsibilities and Duties.

5. Match as closely as possible your skill with Project CAREER Data either in the performance statement or component task column.

6. When you are able to match your skill to a Project CAREER Data sheet record the Project CAREER Identification Number which is located in the upper left hand corner on your skill chart.

7. Repeat the above as necessary to match as many of your skills as possible to Project CAREER Data.

8. When you are not able to match your skill to a Project CAREER Data sheet leave the space for the Identification Number blank. We will return to these at a later time.

Instructor

Class

Grade

Unit/Project

Page of

Project CAREER:ID:

Comments:

319

Student	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.

Accomplished Skills Checklist

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Instructor

Class

Grade

Unit/Project

Page of

Project CAREER

Comments:

21.	22.	23.	24.	25.	26.	27.	28.	29.	30.	31.	32.	33.	34.	35.	36.	37.	38.	39.	40.

Student

Accomplished Skills Checklist

Occupational Competence Access Project

Package Title: Science Fiction

Package Number: 3

Subject Area: English

Target Population/Grade: 9th Grade - General Course

Prepared by: Gary Tirone
Avon Junior - Senior High School

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"No person in the United States shall on the ground of race, color, or national origin, be excluded from participation or be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

1. Teacher's Name - Gary Tirone

2. School Avon Jr-Sr. High School

3. Date - August 2, 1976

4. General Content Description:

   a. Package Title - Science Fiction

   b. Package Number - 3

   c. Subject Area - English

   d. Target Population(s)/Grade(s) - 9th Grade General Course

   e. Prerequisite(s) (other package numbers)

   f. Related Career Education Element(s)

      Self-awareness, educational awareness, career awareness, appreciations and attitudes

   g. USOE Cluster Relationship(s) - Fine arts and humanities, health, hospitality and recreation*, communications and media

   h. Occupation Relationship(s) - Writer, anthropologist, historian, sociologist, physician, radiological technician, LPN, Dental Hygienist, Physical Therapist, Travel Counselor, Airline Stewardess, Hotel-Motel Clerk, Director of Recreation, Visitor-Tourist Guide, Producer, Director, Script Writer, Music Technician, Maintenance Engineer, Dubbing and Editing Engineer, Sound Effects Manager, Script Reader (Editor), and Actor*
      * More clusters and occupations could be brought in depending on student's response in activity #

   i. Basic Skill(s) - A literary bent, narrative writing, observational skills, analytical skills.

5. The purpose of this package is for students to reflect on themselves within society today so they can objectively look at an assortment of tomorrow's predictions and try to understand how they will fit into the society of the future. By doing this, students will not only come to understand that the world is rapidly changing but they themselves along with their ambitions are also changing.

6. At the end of this package, students should be able to:

   A. Better understand their own society as well those occupations which study various segments of their society

B. Realize that Science Fiction is a literary genre which can provide an aspect for future planning.
C. Understand that the future will not only bring about changes in themselves but also in occupations.
D. Realize that related occupations might possibly replace existing occupation.
E. Transform a written narrative story into a radio script and understand how a recording studio operates.

7. Activities Resources Instructor Notes

8. Students will be evaluated on the following basis:
A. Written responses from the calendar of the year 2000 (See activity #2)
B. A self-developed science fiction story.
C. Reflectively written group reports on today's society.
D. Panel presentation on future occupational outlooks and the possibility of new related jobs.
E. The development and performance of a radio script.

ACTIVITIES

1. Have students write down numbers 1-20 on a piece of paper and go for a 10 minute walk, listing the first 20 things they observe. When back at class, have them list all the occupations which go with the items on the list. (ex. - If they list the school, then architects, draftsmen, town building inspectors, salesmen, construction workers and more should be listed).
2. Give the students a calender of the year 2000. Have them find their birthday, favorite holiday, along with what age they will be. The students will then write down the things they expect to be doing on these days.
3. Read "The Marionettes", "All In A Summer's Day" by Ray Bradbury; "The Invasion Of The Body Snatchers" by Jack Finney as well as a good biographical selection on Jules Verne so students will realize that other people think of the future in similar and different ways from themselves (students somewhat gave their impression of the future in activity #2). Discuss different types of science fiction stories.
4. After reading and discussing the stories, give students back their original list of 20 things observed and have them decide which of the items would still be used and/or appreciated in the year 2000 as well as how the occupations would be effected.
5. Students will read and discuss "The Doomsday Effect ... And the Jupiter Effect" on Pg. 57 of the September 16, 1974 issue of Newsweek so they can see a very real scientific danger which exists. Students will then be given possible approaches which science fiction writers might take in writing their stories. The students will then be asked to develop a science fiction story based on the scientific

predictions they just read and discussed.

6. Give out a brief job description of an anthropologist, historian, and sociologist. After the students have read the description, have them break up into groups of 6 (each group having 2 of the above occupations). Each group will then write a report on man in 1975 from a 2025 perspective (if possible, it would be fun to have an actual anthropolgist, sociologist, or historian give his own views to the class.)
7. The following statements from Kahn and Wiener's list of "10 Far Out Possibilities After the Year 2000" will be given out.

   A. Life expectancy will be extended to substantially more than 150 year.
   B. Interstellar travel.
   C. Lifetime immunization against practically all diseases.

   Following a brief discussion of each of the possibilities, the class will be broken into panels of health experts (physicians, radiological technicians, LPN, Dental Hygienist, and a Physical Therapist) and hospitality and recreation experts (Travel counselor, airline stewardess, hotel-motel clerk, Director of recreation, and a visitor or tourist guide). Each panel after studying their present day job description will list both ways which their occupations will change if the predictions come about and possible related occupations which might be created.
8. Read Arthur Clark's Childhood End or Ray Bradbury's The Martian Chronicles to demonstrate to students an extended, more developed style of science fiction writing.
9. The classroom will be turned into a recording studio so students can turn one of the short stories they have read into a radio script. 2-3 people for each of the following occupations should be selected: producer, director, script writer, music technicians, maintenance engineers, dubbing and editing engineer, sound effects manager, script reader (editor), and actors to read the script. This activity should involve 20-25 people and adequate job descriptions should be provided to the class before they select which job they want to participate in.

RESOURCES:

1. Occupational Outlook Handbook or other suitable occupational information manuals.
2. Project Career task outlines.
3. Developing Human Potential by Robert and Isabel Hawley.
4. Newsweek, September 16, 1974, P. 57.
5. Resources to obtain copies of the necessary science fiction stories.
6. People from the community to speak about their occupations.

NOTES:

1. The film "Story of a Writer - Ray Bradbury" is a good film to show both for lending to what is being covered in activity #5 and for providing good insight to the necessary steps to becoming a writer. The film is available through the State dept. of Education's film library.
2. The reports in activity #6, must be done within the confines of the job descriptions provided. Each individual student should first list any significant characteristics (good and bad) which exist in today's society This will create a more reflective final report. (The overall purpose of this is for students to first look at themselves before looking into the future.)
3. Other job clusters could also be considered.
4. Activity #8 isn't an absolute step and other science fiction stories can be substituted. If it is decided to read either story, the reading should be done in conjunction with other activities, not as a separate entity.
5. If the task of having one entire class do one script is decided upon, it may be more practical to divide the class in order to produce 2 different scripts. Also, an advertising department can be created to sell the production to a school audience. If desired, it would be helpful to visit a live recording studio to enable the students to get a more complete idea of what makes a recording studio operate.

ocap

Occupational Competence Access Project

Package Title: Folklore

Package Number: 2

Subject Area: English

Target Population/Grade: 9th Grade - General Course

Prepared by: Gary Tirone
Avon Junior - Senior High School

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1. Teacher's Name - Gary Tirone

2. School - Avon Jr.-Sr. High School

3. Date - August 10, 1976

4. General Content Description:
   - A. Package Title - Folklore
   - b. Package Number - 2
   - c. Subject Area(s) - English
   - d. Target Population-Grade - 9th grade - general course
   - e. Prerequisite(s) (other package numbers)
   - f. Educational awareness, career awareness, economic awareness, beginning competency, appreciations and attitudes.
   - g. USOE Cluster Relationships - Hospitality and Recreation, Fine Arts and Humanities, Communications and Media
   - h. Occupation Relationships - Literary writer, humorist (comedy writer, poet, comic strip writer.
   - i. Basic Skills - Introduction and development of research techniques and resources, propaganda techniques and exaggeration, literary genre.

5. The purpose of this package is for students to learn of devices which may manipulate their lives across various media resulting in partially pre-determining their final selection of products they may purchase or places they may go. Through learning this, students will find out about places and people (both real and fictitious) - all throughout the world along with a variety of occupations.

6. At the conclusion of this package, students should be able to:

   - a. Recognize and be able to use propaganda and exaggeration techniques, as well as how they relate to various occupations and industries.
   - b. Separate folklore as a specific genre in literature.
   - c. Conform their writing to a specific writing occupation.
   - d. Use research materials to obtain information about other people and lands throughout the world.

7. Activities Resources Instructor Notes

8. Students will be evaluated on the following basis:
   - A. 2 successful completions of tourists pamphlets; with one pamphlet demonstrating the proper use of propaganda techniques and the student's ability to relate correct information about the geographical area.

B. Discussions and quizzes on the folk stories and play which are read.
C. Writing assignment on modern folk-hero.

ACTIVITIES

1. Students will be given a job description for advertising copywriter and will be assigned a geographical area to develop a pamphlet on, from which prospective tourists may look at to decide where to vacation.

2. Students will be given various propaganda techniques (including: Glad names, bad names, bandwagon, testimonial, transfer, tradition, plain folks and cardstacking) through examples from newspapers, magazines, taped radio commercials, and video-taped television commercials. They will then examine their own pamphlets to see if they used any propaganda techniques without realizing it.

3. Students will re-design their pamphlets, adding propaganda techniques where appropriate, with the idea that it will be placed in travel agencies trying to attract potential tourists.

4. Travel agent will come in and explain occupation, demonstrate materials he/she used to book reservations, how pamphlets such as the ones students have developed are used, and speak of other occupations which the travel agent must deal with in booking a reservation (hotel/motel clerk, airline reservation clerk, etc.)

5. "Cultural Exchange Questionnaire" done in the novel unit will be handed out and class members will orally respond to various parts of it in relation to the geographical area he or she covered when doing their pamphlets. (ex. - If student did his pamphlet and research on Nova Scotia, where part of the Paul Bunyan tale takes place, that student will give his/her best account of how the question might be filled in by someone living there). Students should then realize that much of what is contained in their pamphlets is exaggerated. The exaggeration concept can be followed through earlier advertisements they have witnessed.

6. It will be pointed out to the students that exaggeration is also present in a large part of literature called folklore by reading the following stories and play:
    A. How Paul Bonjean Became Paul Bunyan
    B. The Celebrated Jumping Frog Of Calaveras County
    C. The Devil and Daniel Webster

    Many films and filmstrips are also available.

7. Class will develop a list of present day characters which may be the folk heros of tomorrow (Muhammed Ali, Evil Knievel, etc.)

8. Students will be provided with a job description of the following types of writers: Liberary writer, poet, and humorist (comedy writer). They will then choose one occupation and develop a short written piece within the guidelines of the occupation. The written work should center around one of the characters listed in Activity #7.

RESOURCES

1. *Occupational Outlook Handbook* or other suitable occupational information manuals.
2. Project Career task outlines.
3. *Developing Human Potential* by Robert and Isabel Hawley.
4. Resources to obtain other readings.
5. *New Worlds of Reading*, Oliver et al.
6. *A Practical Guide To Study Skills* by Melvin Howards.
7. People from the community to speak about their occupations.

NOTES

1. If students are not artistic, they may paste pictures cut from magazines to take the place of anything they may draw. Also, areas assigned should cover the settings of the stories being read in this package. If it is possible to get an advertising copywriter to speak to the class and demonstrate the development of a pamphlet, the students final product should turn out much better.

2. Sometimes students like to create their own advertising skits to do in front of the class.

3. If the students didn't do it in step #1, they should research the area which they are developing a pamphlet on in order to both include accurate information and geographical highlights. It may be necessary to introduce the students to various research materials in the library.

4. If the travel agent is not available, the teacher can borrow the necessary materials and explain them to the class. If the class shows an avid interest, it could also be beneficial to set up a travel agency in the class in order to role play and develop basic skills.

5. Many other works can be substituted, depending on what is available. Also, a longer work of Mark Twain can be read, depending on the class.

6. If there is a talented artist in the class, let them develop a comic strip. (include job description for comic strip writer).

CULTURAL EXCHANGE QUESTIONNAIRE

NOTE: No one needs to answer any question he or she does not want to answer. The purpose of this questionnaire is to compile a composite picture of how we live--our similarities and our differences.

MEDIA

About how many hours a week do you spend watching TV?

What are your two favorite programs?

About how many records do you have (nearest 10)?

What is your favorite group? Your favorite song?

What magazines do you subscribe to?

What magazines do you read regularly?

What radio programs do you listen to?

What newspapers do you read?

What are your favorite parts of the newspaper?

MONEY

Do you have an allowance? How much?

Do you work around the house for money?

Do you have a job outside your home?

Do you have a savings account?

What do you spend money on?

RELIGION

Do you say prayers at night?

Does your family say grace before meals?

Do you go to church regularly? Occasionally?

Are you a church member? Do you sing in the choir?

Attend Sunday School? Belong to a youth group?

TIME

What time do you get up on school mornings? On weekends?

What time do you go to bed on school nights? On non-school nights?

Excerpted from DEVELOPING HUMAN POTENTIAL by Isabel and Robert Hawley

Do you have any bedtime rituals? What are they?

How much time do you spend on homework?

What time do you usually eat supper?

How do you spend a typical Saturday afternoon?

HOME LIFE

What is the first thing you do when you get home from school?

Does your family eat dinner together?

Who washes the dishes?

Who prepares the meals?

Who makes your bed?

Who cleans your room?

Who cleans the living room?

How many parents live with you?

What other adults live with you?

Do you have a room of your own or do you share one?

Are there pets in your home? What kind?

Who takes care of it/them?

Excerpted from DEVELOPING HUMAN POTENTIAL by Isabel and Robert Hawley

PERSONALITY PROFILE SHEET

Subject:____

Directions: Circle the number on each continuum which best describes the subject's personality to you.

RESERVED	1	2	3	4	5	6	7	OUTGOING
SERIOUS	1	2	3	4	5	6	7	HAPPY-GO-LUCKY
TIMID	1	2	3	4	5	6	7	VENTURESOME
TOUGH-MINDED	1	2	3	4	5	6	7	SENSITIVE
TRUSTING	1	2	3	4	5	6	7	PROBING
CONSERVATIVE	1	2	3	4	5	6	7	EXPERIMENTING
DEPENDENT ON OTHERS	1	2	3	4	5	6	7	SELF-SUFFICIENT
RELAXED	1	2	3	4	5	6	7	TENSE
PRACTICAL	1	2	3	4	5	6	7	IMAGINATIVE

Directions for plotting self-perceptions and the perceptions of others: Connect the numbers which represent your self-perceptions using a red pencil. Then transfer the data from each of the other sheets (perceptions of others), connecting the numbers from each sheet using a different colored pencil.

Excerpted from DEVELOPING HUMAN POTENTIAL by Isabel and Robert Hawley

ocap

Occupational Competence Access Project

Package Title: The Novel - Jonathan Livingston Seagull

Package Number: 1

Subject Area: English

Target Population/Grade: 9th Grade - General Course

Prepared by: Gary Tirone
Avon Junior - Senior High School

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1. Teacher's Name: Gary Tirone

2. School: Avon Junior-Senior High School

3. Date: July 26, 1976

4. General Content Description:

   a. Package Title: The Novel - Jonathan Livingston Seagull

   b. Package Number: 1

   c. Subject Area: English

   d. Target Population/Grade: 9th Grade - General Course

   e. Prerequisite(s) (other package numbers)

   f. Related Career Education Element(s): Self-awareness, Educational-awareness, Career awareness, Economic awareness, Decision making, appreciations and attitudes.

   g. USOE Cluster Relationship(s): Marketing and Distribution, Business and Office, Health, Fine Arts and Humanities.

   h. Occupation Relationship(s): Advertising manager, field interviewer, (survey worker), statistician, statistical report writer, editor, psychiatrist, writer

   i. Basic Skill(s): Setting, Characterization, Plot

5. Rationale: The purpose of this package is for students to find out how each other lives and for each to clarify his or her identity in reflection of others who are working out their lives at the same time in similar and different circumstances. By doing this, students will learn more about themselves in relation to a variety of occupations.

6. Student Objective(s) (intended student outcomes) At the end of this package, students should be able to:

   a. Realize that various settings contribute both to a variety of lifestyles and character development.
   b. Understand how some different occupations deal with information provided by people within different settings.
   c. Begin to tie in some self-percieved character traits to an occupation by using career education resources.
   d. Realize that a type of plan is needed to induce success within an occupational situation (including the writing of a book) as well as the choosing and preparing for long range goals (including a career).

7. Activities Resources Instructor Notes

8. Evaluation: Students will be evaluated on the following written work:

A. Group reports (for class and outside school)
B. Composite profile done on Jonathan Livingston Seagull
C. Student "Life Plan"

Students will also be evaluated on their performance with regards to the carrying out of their occupational assignments on the field trip, work within the group, and finding out about the occupations of family members who live at home.

ACTIVITIES

1. "Cultural exchange questionnaire" will be distributed to the students. The students will answer the questionnaire so they can eventually get a clear picture of how other members of the class live, their lives - both similarities and differences. When students have filled in their questionnaire, each questionnaire will be broken into 5 sections, the class will be divided into 5 groups. Each group will be assigned a section and compile a report based on the information from the questionnaire.

2. The teacher will ask the students to write down what type of companies, corporations, or organizations could use this information. Many students will include Radio/TV stations, magazines, newspapers, department stores, religious organizations, cleansing companies and others. With further probing, the students will come to the conclusion that many of the listed organizations would use this information to gear their advertising to a particular area or group.

3. Each group will be set up as an advertising agency hired to find out what product should be advertised on a new TV program in the Cape Cod area. One student will be selected from each group to serve as advertising manager, Field interviewer (survey worker), statistician, statisical report writer and editor. Each person in the group will be provided with a job description for his/her role, and each group will plan its course of action for a field trip to an ocean setting where they will tour the wharf and dock area in addition to any other facilities available (fish distributers, oceanographic institutes, etc). The groups will also meet with other students from the town they are visiting for discussion and to monitor the "cultural exchange questionnaire" which was done earlier within the class.

4. When back at school, each student group will work on compiling a report to the TV station which has hired them to find the best suitable advertising products for their new program. The final report will be made available to the class and opened up for discussion. The original class reports will be looked at and the class will try to decide what products could be suitably advertised in their town. This will result in the students comparing settings and how they affect lifestyles.

5. The different settings within Jonathan Livingston Seagull will be examined in relation to how they effect his personality and decision making problems.

6. Students will be given 5 copies of the "Personality Profile Sheet". Each student fills in the first copy of the "Personality Profile Sheet", circling the number that he or she feels best describes his or her place on each of the 9 continuums. Then the student connects the numbers with a red pencil to give a sort of graph of self-perceived personality. Next, in groups of five, each student gives his 4 remaining copies of the 'profile sheet' to the 4 other persons in the group and each fills it in as

he or she sees the individual. The sheets are then handed back and the subject draws graph lines with plain pencil to represent each of the other 4 perceptions. Each individual can then make a composite profile on his original sheet but recording each individuals perceptions with different colored pencils.

A general discussion can be held on the nature of self-perceptions and the reliability of perceptions of others.

7. Students will do the "personality profile sheet" on Jonathan Livingston Seagull as well as other characters in the book. Have students also fill in the sheet on how other main characters view J.L. Seagull so a composite profile can be made.

8. Characters will be discussed on the basis of the composite profiles done by the class.

9. Students will be asked to go home and ask the working members of their household about their jobs; concentrating specifically on any of the planning stages which are involved in carrying out job tasks. The students will make a list of all the occupations they find out about along with the planning stages connected to them. All student lists will be discussed in class with a master list developed on the board or posters.

10. Various community members holding appropriate occupations will be invited in to talk about and demonstrate their jobs in relation to the planning required to do it correctly.

11. The students will be introduced to the career education resources available to them in the school. They will then be asked to prepare a "life plan" which should include: Goals (including occupational goals), steps to realizing those goals, and the type of lifestyle they would like to have. Both career materials and the students composite profile done in step #6 will be used in the development of the "Life Plan".

12. Students will list 5 general statements about events which occur in Jonathan Livingston Seagull from beginning to end. The 5 part plot will be introduced and students will try to match up their statements to various sections of the plot structure. The concept of plot will be discussed in relation to a plan. Writing as an occupation can be brought in here.

RESOURCES:

1. Developing Human Potential, by Robert and Isabel Hawley
2. Occupational Outlook Handbook
3. Task outline for Field Interviewer, from Project Career
4. Community people to speak to the class about their occupation.

NOTES:

A. When doing the "cultural exchange questionnaire", no student need to answer a question he or she might feel uncomfortable answering. Also, the reports will lead to much discussion and ample time should be provided.

B. Group work is set up for 5 in a group. It it is necessary to add more students, another interviewer would be best. Also, the statistician should be a student who likes math and has math ability.

C. The student exchange with another school should have rigid guidelines to ensure success.

D. In activity #6, the teacher should indicate that perceptions of others are not necessarily true, real or objective, but are just as subject to error as the individual's self-perception. To point this out, give out the job description of a psychiatrist. Discuss the need and problems he/she may have in being objective. Have the class do a "personality profile" on the teacher. Show the different perceptions and discuss how these different perceptions tie into the role of a psychiatrist.

E. In activity #12, individual students won't always have 5 statements to fill in all 5 parts of the plot structure, but class discussion and sharing should bring about many examples to plug into each section..

F. While all the activities are being done, the reading of Jonathan Livingston Seagull should be assigned.

G. Before attempting to do the "Personality profile sheet", it is recommended to give the students a vocabulary unit; using words on the sheet which might prove difficult for the students to understand.

CULTURAL EXCHANGE QUESTIONNAIRE

NOTE: No one needs to answer any question he or she does not want to answer. The purpose of this questionnaire is to compile a composite picture of how we live--our similarities and our differences.

MEDIA

About how many hours a week do you spend watching TV?

What are your two favorite programs?

About how many records do you have (nearest 10)?

What is your favorite group? Your favorite song?

What magazines do you subscribe to?

What magazines do you read regularly?

What radio programs do you listen to?

What newspapers do you read?

What are your favorite parts of the newspaper?

MONEY

Do you have an allowance? How much?

Do you work around the house for money?

Do you have a job outside your home?

Do you have a savings account?

What do you spend money on?

RELIGION

Do you say prayers at night?

Does your family say grace before meals?

Do you go to church regularly? Occasionally?

Are you a church member? Do you sing in the choir?

Attend Sunday School? Belong to a youth group?

TIME

What time do you get up on school mornings? On weekends?

What time do you go to bed on school nights? On non-school nights?

Excerpted from DEVELOPING HUMAN POTENTIAL by Isabel and Robert Hawley

Do you have any bedtime rituals? What are they?

How much time do you spend on homework?

What time do you usually eat supper?

How do you spend a typical Saturday afternoon?

HOME LIFE

What is the first thing you do when you get home from school?

Does your family eat dinner together?

Who washes the dishes?

Who prepares the meals?

Who makes your bed?

Who cleans your room?

Who cleans the living room?

How many parents live with you?

What other adults live with you?

Do you have a room of your own or do you share one?

Are there pets in your home? What kind?

Who takes care of it/them?

Excerpted from DEVELOPING HUMAN POTENTIAL by Isabel and Robert Hawley

PERSONALITY PROFILE SHEET

Subject:____

Directions: Circle the number on each continuum which best describes the subject's personality to you.

RESERVED	1	2	3	4	5	6	7	OUTGOING
SERIOUS	1	2	3	4	5	6	7	HAPPY-GO-LUCKY
TIMID	1	2	3	4	5	6	7	VENTURESOME
TOUGH-MINDED	1	2	3	4	5	6	7	SENSITIVE
TRUSTING	1	2	3	4	5	6	7	PROBING
CONSERVATIVE	1	2	3	4	5	6	7	EXPERIMENTING
DEPENDENT ON OTHERS	1	2	3	4	5	6	7	SELF-SUFFICIENT
RELAXED	1	2	3	4	5	6	7	TENSE
PRACTICAL	1	2	3	4	5	6	7	IMAGINATIVE

Directions for plotting self-perceptions and the perceptions of others: Connect the numbers which represent your self-perceptions using a red pencil. Then transfer the data from each of the other sheets (perceptions of others), connecting the numbers from each sheet using a different colored pencil.

Excerpted from DEVELOPING HUMAN POTENTIAL by Isabel and Robert Hawley

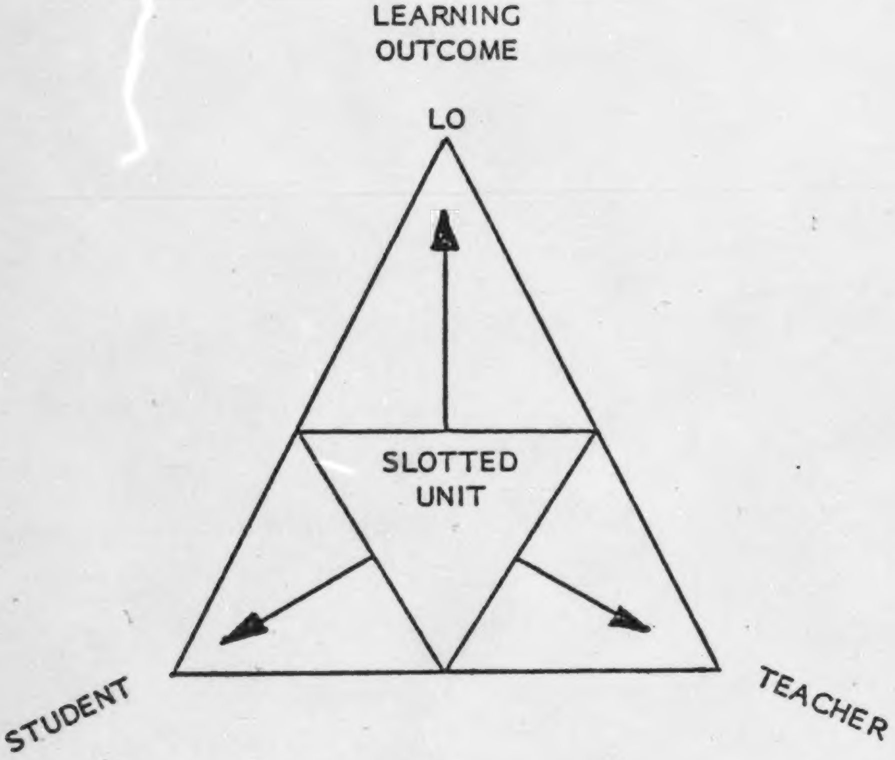
APPENDIX K

William Moore's "Slotted Units"

6

KING PHILIP REGIONAL HIGH SCHOOL
VOCATIONAL/OCCUPATIONAL
GRADE
10

2-2 PLAN AND WRITE OPERATION SHEETS


LEARNING
OUTCOME
LO
SLOTTED
UNIT
STUDENT
TEACHER

Prepared By
William J. Moore

Instructor, Machine Department
King Philip Regional High School

Instructor, Engineering Department
Roger Williams College

1. Teacher: William J. Moore

2. School: King Philip Regional High School

3. Date: July 16, 1976

4. General Content Description:

   a. Package title

      Plan and write operation sheets

   b. Package number

      2-2

   c. Subject area(s)

      Machine related science

   d. Target population(s) grade(s)

      10

   e. Prerequisite(s) other package numbers

      Completion of an exploratory machine related science program (units 1-1 thru 1-10)

   f. Related career education elements

      Educational awareness - self-awareness

   g. USOE cluster relationship

      Manufacturing

   h. Occupation relationship(s)

      Machinist - tool and die maker

   i. Basic skill(s)

      Reading - writing
      Planning - math

Rationale 2-2

Interpretation of operation and method sheets and the following of sequences of operations are two of the first areas which the machinist encounters where technical reading skill and comprehension are mandatory. The beginning machinist, where he is often introduced into the shop as a machine operator, is expected to follow these operation sheets in order to manufacture the part he is machining. By working with and by writing his own operation sheets, using textbook ideas and ideas taken from actual operation sheets from industry, the student is allowed to develop valuable concepts and learning skills which will better prepare him for the world of work.

Student's Guide 2-2

To accomplish the goals of this unit, we will do some group work writing operation sheets on the blackboard. You have used them in the shop, and already have some idea of how they are developed. You will also write with pencil and paper working in groups of three, and write some on your own.

EVALUATION INFORMATION

You will be expected to do well in the General Industrial Machine workbook quiz (Unit 3) which you will take after completing the unit (twenty correct out of twenty eight questions to pass).

As far as the written operation sheet evaluations are concerned, you will be expected to do well on the individual one, and very well on the group one. *(This grade is negotiable.)

Your spelling will not be graded, nor will your English. (But it will be noted.)

If you do not pass the evaluation, you will be allowed to take it again.

STUDENT OBJECTIVES

Plan operation sheets
Write operation sheets
Explain machining operations
Interpret sketches and prints
Select tools
Select machines
Select processes
Interpret technical material

Plan and Write Operation Sheets 2-2

ACTIVITIES

1. Question and answer discussion based on Unit 3 from General Industrial Machine.

2. Question and answer discussion based on shop project workbooks #1 and #2.

3. Question and answer discussion while writing group effort operation sheet on blackboard.

4. Exercise work, both group and individual, on blanks.

RESOURCES

GENERAL INDUSTRIAL MACHINE SHOP
Harold V. Johnson

SHOP PROJECT BOOKS #1 AND #2
Moore and Pierce (King Philip Regional
High School)

Blank operation sheets from various
machine shops
Pass out sheets (of complete operation sheets)
Blanks with our format
Overhead projector and transparancies (optional)

INSTRUCTOR NOTES

1. Discuss the importance of being able to read and interpret technical material.
2. Pass out project books #1 and #2 and explain our method of writing operation sheets.
3. Discuss Unit 3 from General Industrial Machine.
4. Draw a part on the board or use overhead projector, and as a group effort write an operation sheet.
5. Draw a part on the board and have students write their first operation sheet.
6. Pass out samples of sheets used by different companies.
7. Have students write in small groups (three in a group).

Evaluation 2-2

1. Workbook evaluation

   Twenty eight questions (twenty correct to pass)

2. Writing evaluation

   Written operation sheet working in a group of three students

3. Writing evaluation

   Written operation sheet working individually.

*(These will be graded as to how well you followed the way we did them throughout the unit.)

* The grade is also negotiable.

INSTRUCTOR NOTES

1. The part used to be written about must be of the same type as one of the parts used in the exercise.

2. All students are to write the operation sheet for the same part.

APPENDIX L

Summer Course

(Occupational Competence Access Project)

MEMORANDUM

TO: Summer Workshop Participants

FROM: Greg Martin

SUBJECT: OCAP/King Philip Career Education Summer Workshop

DATE: April 14, 1977

The following are the general details for the summer career education workshop. After you have had the time to review them I will be scheduling a group meeting to discuss the workshop more specifically, and to answer any questions you may have.

Workshop Goal

Essentially the goal of this workshop is to provide the opportunity and resources for all of us to work together in the development of a workable, liveable, useable school-wide career education plan, to be implemented starting in September of 1977.

My hope is that we will develop and then implement a plan which both meets the needs of the King Philip students and at the same time will be easily implemented by all staff members.

Workshop Time and Location

The workshop will be held tentatively from Monday, June 27, 1977 - Friday, July 8, 1977 at the High School Media Center.

Workshop Schedule

From Monday, June 27th - Friday, July 1st, there will be workshop meetings from 8:00 a.m. - 2:00 p.m.

From Tuesday, July 5th - Friday, July 8th, participants will work as necessary to complete their individual planning.

(over)

ocap

(Occupational Competence Access Project)

KING PHILIP SUMMER WORKSHOP

AGENDA

Week One

Day One - Wednesday June 29, 1977 8:30 AM - 1:00 PM

1.	Workshop Welcome	Bill Costa
2.	Workshop Overview	Greg Martin
	a. Work Agreements	
	b. Agenda	
	c. Outcome	
3.	Group Round-Table Discussion	Rick Benner
	a. Needs Assessment - Student/Staff	
	b. Present Activities	
	c. Roles	

Day Two - Thursday June 30, 1977 8:30 AM - 1:00 PM

Career Education Approaches	Vin Liuzzi

Day Three - Friday July 1, 1977 8:30 AM - 1:00 PM

Formulation of Objectives	Vin Liuzzi

Day Four - Tuesday July 9, 1977 8:30 PM - 1:00 PM

Developing Career Education Activities	Vin Liuzzi Greg Martin Diane Hayes

Day 5 - Wednesday July 6, 1977 8:30 AM - 1:00 PM

Implementation Strategy Discussion	Vin Liuzzi Greg Martin

Week Two

Thursday July 7 - Wednesday July 13, 1977

Completion and Submission of Department Plans

APPENDIX M

OCAP Course Descriptions

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King Philip Regional
High School

OCCUPATIONAL COMPETENCE ACCESS PROJECT (OCAP) IN-SERVICE COURSE (850)

A. **Course Description:**

The goal of this course is to expose teachers and counselors to innovative curriculum techniques employed in the delivery of occupational competence education. These techniques include: the introduction of the concept of career decision making into the curriculum, the utilization of Guidance Information Systems which support career development, and the development of such methods as criterion-referenced instruction, continuous-progress instruction, and cluster-based instruction. Teachers and counselors will develop strategies and materials (such as skill listings) for implementing these elements of occupational competence curricula.

B. **Course Objectives:** *

1. To provide a rationale for the need for career education.
2. To provide a practical understanding of the elements and stages of career education (including self awareness, career awareness/exploration, decision-making, and placement).
3. To provide an opportunity for course participants to apply career education elements and activities in their own settings.

C. **Course Requirements:**

1. Each participant will complete the self-instruction package "Career Education: An Introduction", to be turned in on Friday, July 2, 1976.
2. Each participant will develop a set of learning activity packages which infuse career education concepts into his/her classroom/counseling situation.
3. Each participant will complete a paper which relates the course content to the participant's own role in the King Philip School System.

* For each objective, experiential class activities will focus on relevance to King Philip OCAP program and to individual participants' teaching or counseling roles. Resources will be provided by course instructors.

OCCUPATIONAL COMPETENCE ACCESS PROJECT IN-SERVICE

(851)

Catalogue description - Applying occupational competence curricula and guid
resources to a student-based career education progra

Objectives:

1. To help teachers develop learning activity packages which focus on the evaluation of student performanc
2. To assist teachers in the implementation of this continuous progress instructional system;
3. To assist counselors in applying these resources to high school students.

The goal of this course is to help teachers and counselors complete developm of curriculum and guidance strategies for an effective occupational competenc program. The participants will then implement these strategies with high sc students in counseling instructional settings.

Among the specific types to be covered are occupational decision-making test guidance information systems to support career development, development an of a school Career Resource Center, development of career resources for eac OCAP classroom, continuous progress instruction systems, cluster based inst learning activity packages, and methods to relate course content to careers.

The students will be asked to develop appropriate individual or group projec as their term assignment.

This course is a follow up to the #850 Occupational Competence Access Projec In-Service-course.

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OCAP

Occupational Competence Access Project

8

MEMORANDUM

TO: All Previous OCAP Inservice Course Participants

FROM: Greg Martin

SUBJECT: OCAP Fall Inservice Course Offering - Advanced Course

DATE: September 20, 1976

Beginning on Thursday afternoon October 14, 1976 at 3:00 p.m. in the High School Media Center, the OCAP staff will offer a three credit (graduate or undergraduate) inservice course through Fitchburg State College. The cost of the course is ninety dollars which is reimbursable by King Philip upon successful completion of the course.

The course is open to anyone who has successfully completed any of the prior OCAP courses (either 850 and/or 851).

The course will consist of the in-class implementation of career exploration materials on an individual basis by course participants with periodic group meetings. See the attached course description for more specific details.

In order to register for the course fill in the following slip and hand in to Diane Hayes in the Media Center or the vocational office by Friday, October 8, 1976.

If you have any questions concerning the course contact either Diane Hayes or myself.

Note - The introductory course (850) will also be offered and I would appreciate your assistance in encouraging other staff members to enroll. All staff members will receive an 850 course announcement in their school mail.

Name ______________________________

Address ______________________________

____

Phone # ____________ ____ High School ____ Junior High School

Subject taught ______________________________

(Occupational Competence Access Project)

852 Inservice Course Requirements

1. Completion of Career Education - An Introduction

2. A brief paper which includes the following:

   a. Your definition of career education.
   b. Your feelings about career education both before and after the experience of this course.
   c. How you feel career education applies:

      - to you and your academic area
      - your department
      - your school system

3. Complete one "Careers and Me" activity in one class.

4. Either take a class on a field trip or bring in a guest speaker.

5. Complete a CIC orientation with one class.

6. Choose one of the following:

   a. Do a presentation to your department.
   b. Participate in the OCAP teacher exchange*.
   c. Develop one written learning activity unit according to OCAP format and utilize in a class.
   d. Other - arranged with instructor.

* Subject to administrative approval.

10/76

APPENDIX N

Second Year Operational Goals and Objectives

5a. Time Period Covered by the Report.

July 1, 1976 - June 30, 1977

5b. Goals and Objectives of OCAP/King Philip.

1. To facilitate the institutionalization of the OCAP Model:
    a. Develop Career Education Coordinator positions within the district schools.
    b. Develop leadership capability at the department chairperson level.
    c. Expand Career Information Center (CIC) resources and activities.
    d. Generate fiscal support by the district for maintenance of the CIC and CIC staffing.
    e. Provide inservice training for teaching, guidance and administrative staffs.
    f. Plan two week summer career education planning workshop.
    g. Develop resource files for each teacher appropriate to his/her teaching area.
2. To facilitate the articulation of the OCAP Model throughout the system:
    a. Develop Career Education Coordinator positions within the junior high school.
    b. Establish CIC at the junior high school.
    c. Provide training for CIC coordinator at the junior high school.
    d. Assist in the program restructuring and pilot testing of a junior high school eighth grade exploratory program.
    e. Provide inservice training for the teaching, guidance, and administrative staff of the junior high school.
3. Facilitate the identification and utilization of community resources:

5a. Time Period Covered By Report.

July 1, 1976 - June 30, 1977

5b. Goals and Objectives of Lynn OCAP.

1. To facilitate further development of model site at Lynn English High School. Specific objectives included: enrolling at least ten LEHS staff in the OCAP inservice course; developing a follow-up Teachers' Assistance program; further expanding the LEHS Career Information Center (CIC) and gaining visible support by the school principal.

2. To develop articulation of the OCAP Model with the seven junior and senior high schools in Lynn.

3. To develop community liaisons within the OCAP program.

4. To develop awareness of expanded career roles for minority and female students.

5. To assure that the OCAP program becomes institutionalized into the Lynn school system.

5c. Procedures Followed.

In general, the Site Coordinator acted in the role of facilitator, attempting to assist existing instructional staff, counselors and administrators to develop their own approaches and programs in career education.

Among the procedures and strategies utilized were:

1. Frequent meetings, updates with central administrators, including Superintendent, Deputy Superintendent for Secondary Schools, Director of Federal Programs for Lynn Schools, and Principals of junior and senior high schools.

2. Inservice training for teachers and counselors, not only at Lynn English High School (pilot school), but at other junior and senior high schools in the city.

3. Establishment of system of "linkers" (one for each of the eight secondary schools in Lynn), one teacher or counselor named by administration to coordinate career education activities in each building.

APPENDIX O

Curriculum Planning Notebook

14

OCAP/KING PHILIP
HIGH SCHOOL CAREER EDUCATION
PLANNING NOTEBOOK

The material in this publication was prepared pursuant to Grant # G310-75-0010 with the United States Office of Education Department of Health, Education and Welfare. Points of view or opinions do not necessarily represent USOE policies or positions.

This project is being conducted in compliance with the following civil rights regulations:

"No person in the United States shall on the ground of race, color, or national origin, be excluded from participation or be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

The OCAP/King Philip Regional High School Career Education Planning Notebook is the result of the efforts of the following people:

King Philip Regional High School Staff

William Costa, Superintendent

Edward Maloney, English Department

Genevieve Szczepaniak, Mathematics Department

Thomas Ligor, Science Department

Constantine Poulos, Social Studies

Robert Geib, Student Services

OCAP Staff

John Post, Project Director

Gregory Martin, Site Coordinator

Diane Hayes, CIC Coordinator

Vincent Liuzzi, Workshop Consultant

Jean Conlin, Administrative Assistant

Billie Neifing, Typist

TABLE OF CONTENTS

Department	Color Code
Science	Green Tab
Social Studies	Yellow Tab
Student Services	Blue Tab
Mathematics	Clear Tab
English	Pink Tab

Goal I: The student will become aware of the role that interests, abilities, and values play in career planning.

Objectives: The student will:

1. Identify five clusters that utilize leisure time and interests.
2. Determine two clusters that utilize science knowledge.
3. Establish career priorities based on a clearer understanding of personal attitudes.

Goal II: The student will examine the relationship of course content to career planning.

Objectives: The student will:

1. Know the applications of the metric system in the world of work.
2. Identify occupational fields that utilize the metric system.

Goal III: The student will examine the relationship of course selection to career planning.

Objectives: The student will:

1. Become aware of the variety of careers related to the study of science.
2. Evaluate the degree of difficulty of sequential courses with respect to content and level.
3. Be aware of the role educational requirements play in career selection.

Goal IV: The student will explore at least one career cluster in each subject area.

Objectives: The student will:

1. Clarify opinions toward different science occupations.
2. Understand the reasons for studying science and its relationship to different career clusters.

Goal V: The student will demonstrate the ability to identify, gather, and apply information.

Objectives: The student will:

1. Investigate and report on 3 career clusters related to science.
2. Tape interviews with workers on science-related jobs.
3. Use the occupational files in the Career Information Center and Guidance Office.
4. Recognize community resources as a source of career information.

Goal VI: The student will demonstrate the process of decision-making.

Objectives: The student will:

1. Apply scientific methods to the investigation of a career.
2. Understand the role that values play in the decision-making process.
3. Identify and select alternatives within careers of science.

Goal III. Students will examine the relationship of course selection to career planning.

Objectives: Students will:

1. Become aware of the relationship of program offerings in Social Studies to career planning.
2. Identify and describe the educational requirements needed for their tentative career plans.
3. Identify required worker skills and aptitudes for an occupation of their choice.
4. Identify and describe the ways that social studies indirectly benefit those career plans.

Goal IV. The student will explore at least one career cluster in each subject area.

Objectives: Students will:

1. Describe at least five jobs within the career cluster.
2. Identify at least five principles or concepts of government that relate to that cluster.

Goal V. The student will demonstrate the ability to identify, gather and apply information.

Objectives: Students will:

1. Identify procedures for collecting information.
2. Successfully use the Career Information Center and the Media Center resources.
3. Use skills to compile information on a specific career.
4. Use skills to write a report on any subject.
5. Describe the general worker requirements for a job of their choice.
6. Research the various requirements needed for a job of their choice.

Goal VI. The student will demonstrate the process of decision making.

Objectives: The student will:

1. Identify the parts of a political decision-making model.
2. Apply the model to a personal non-career decision.
3. Apply the model to a career decision.
4. Participate in a group decision-making experience.
5. Use the model to describe the factors associated with the decision-making of various government officials (e.g. teacher selected case studies).
    a. President Kennedy in the Cuban missile crisis.
    b. President Johnson in the Vietnam War.
    c. Supreme Court judges in desegregation cases.
    d. Senators and Congressmen.
    e. Governors and state legislators.
    f. Local officials.
6. Use the model to analyze the types of decisions and issues facing persons in an occupation of their choice - or planned for career.

Goal I. The student will become aware of the role that interests, abilities, and values play in career planning.

Objectives: The student will:

1. Relate his own interests and abilities as it applies to his career goals.
2. Explore the physical demands of certain jobs.
3. Explore the intellectual demands of certain jobs.

Goal II. The student will examine the relationship of course content to careers.

Objectives: The student will:

1. Examine the role education has in career planning.
2. Become familiar with what program offerings are related to what career goals.
3. Demonstrate knowledge of what training and what education is required to accomplish goals.

Goal III. The student will examine course selection to career planning.

Objectives: The student will:

1. Recognize that different career goals require different kinds of educational preparation.
2. Demonstrate the knowledge of career planning through wise course selection.

Goal IV: The student will explore at least one career cluster in each subject area.

Objectives: The student will:

1. Demonstrate knowledge of the career cluster concept.
2. Demonstrate knowledge of career options within a career cluster.

Goal V: The student will demonstrate the ability to identify, gather, and apply information.

Objectives: The student will:

1. Become familiar with where and how to find information sources of career information within the school.
2. Visit the Career Information Center and become knowledgeable about what information is available and how to use this information.

Goal VI: The student will demonstrate the process of decision making.

Objectives: The student will:

1. Relate his interests and abilities in making career decisions.
2. Make decisions concerning his course selection as it applies to his career interests.

Goal I: The student will become aware of the role that interests, abilities and values play in career planning.

Objectives: The student will:

1. Identify 5 career clusters which utilize leisure-time interests and activities.

2. Evaluate each of these clusters with respect to aptitudes and skills.

3. Evaluate each of these clusters with respect to personal values.

4. Identify 2 clusters which are most consistent with personal interests, abilities, and values.

5. Choose a specific career from each of these 2 clusters and determine the mathematics skills necessary in that field.

Goal II: The student will examine the relationship of course content to career planning.

Objectives: The student will:

1. Identify at least 10 careers which utilize basic arithmetic skills.

2. Identify at least 10 careers which utilize high school mathematics.

Goal III: The student will examine the relationships of course selection to career planning.

Objectives: The student will:

1. Explore the level of high school mathematics training necessary for a tentative career objective.

2. Evaluate this career objective with respect to aptitude in mathematics.

Goal IV: The student will explore at least one career cluster in each subject area.

Objectives: The student will:

1. Investigate a career cluster related to mathematics.
2. Identify job applications associated with at least 5 of these careers.
3. Identify the mathematics skills needed for these job applications.

Goal V: The student will demonstrate the ability to identify, gather, and apply information.

Objectives: The student will:

1. Use in-school resources.
2. Use community resources.
3. Develop interviewing skills.
4. Conduct a survey, tabulate and interpret the results.

Goal VI: The student will demonstrate the process of decision-making.

Objectives: The student will:

1. Identify and evaluate the alternatives in a decision-making situation.
2. Recognize the consequences of a decision.

Goal I: The student will become aware of the role that interests, abilities, and values play in career planning.

Objectives: The student will:

1. Assess interests, abilities, and values in light of career planning.
2. Relate interests, abilities, and values to the realization of career goals.
3. Discover the role that values play in career planning through use of values clarification activities.
4. Identify basic work habits and attitudes necessary for entering occupations.
5. Understand the relationship of career choice to life style.
6. Select tentative career goals.

Goal II: The student will examine the relationship of course content to career planning.

Objectives: The student will:

1. Explore various occupations requiring effective communication skills.
2. Develop reading skills suitable for specific materials and purposes.
3. Develop a variety of writing skills required within a career.
4. Develop oral communications appropriate to purpose, situation, and audience.
5. Examine through literature the different attitudes, values, and problems in the world of work.
6. Analyze the way English is used in mass media.

Goal III. The student will examine the relationship of course selection to career planning.

Objectives: The student will:

1. Make course selections appropriate to career interests.
2. Identify the preparation characteristics necessary for various occupations.
3. Recognize the teacher as a career information source.
4. Accept the responsibility for career planning.
5. Recognize that different careers need different kinds of educational preparation.
6. Recognize education as one of the primary means for achieving a career goal.

Goal IV: The student will explore at least one career cluster in each subject area.

Objectives: The student will:

1. Understand the concept of career clustering.
2. Identify a group of careers that require an English background.
3. Analyze the relationship of communication skills to career planning.
4. Examine through literature the working requirements, conditions, and values of a career.
5. Identify career options within a particular cluster utilizing similar skills and abilities.
6. Explore careers by gathering information from the Career Information Center.
7. Identify basic skills and knowledge needed for a particular job.

Goal V: The student will demonstrate the ability to identify, gather, and apply information.

Objectives:

1. Identify the sources of career information within the school.

2. Recognize community resources as a source of career information.

3. Gather information in five career areas.

4. Demonstrate the ability to analyze collected information.

5. Participate in an exploratory project.

6. Gather information through reading, interviewing and observing.

Goal VI: The student will demonstrate the process of decision-making.

Objectives: The student will:

1. Make and analyze decision making on the basis of a decision-making model.

2. Demonstrate the ability to identify, select and eliminate alternatives.

3. Recognize responsibilities in making a decision.

APPENDIX P

Mini-Course Announcements

MEMORANDUM

TO: King Philip Staff

FROM: Greg Martin
OCAP Site Coordinator

SUBJECT: OCAP Mini-Grant Program for the 1977-78 School Year

DATE: March 16, 1977

The OCAP Project is sponsoring a limited number of mini-grant career education projects for interested King Philip staff next year.

The idea of the program is to provide support - money, materials, workshops, exchange visits, field trips, community contacts, etc. - for individual classroom career education activities.

If you are interested in pursuing such a project next year and would like our assistance, please fill out the reverse side of this memo and submit to Diane Hayes in the Career Information Center.

Thank you.

APPENDIX Q

Career Information Course - Lynn

⑪

MEMORANDUM

TO: All Junior and Senior High School Staff

FROM: Carl. A. Palombo, Deputy Superintendent for Secondary Schools

SUBJECT: Announcement of OCAP* Career Education Course

*Occupational Competence Access Project

Beginning the week of October 4th, an in-service course will be offered which is designed to help junior and senior high school teachers, counselors and administrators implement career education in their own schools.

Through Fitchburg State College, three graduate credits will be given for successful completion of the course. It is also possible that local system credits in Lynn will be offered for the course.

The course will be run by the OCAP Project, in cooperation with the Lynn School Department. OCAP (Part of Project CAREER) is a three-year federal demonstration program, aimed at helping the secondary school students of Lynn make better, more informed career plans.

Following are details about the OCAP course:

Course description: see attached sheet
Credits: 3 graduate credits, through Fitchburg State
Tuition: to be covered by OCAP (Project CAREER)

Requirements: each participant will be required to develop, implement and document career education units in his/her class or guidance setting; additional written out of class assignments will be required:

Purpose: to develop "how to do it" strategies in career education that can be made available to other secondary school personnel in Lynn;

Time/Place: The week of 10/4 through the week of 12/13; 3pm-5pm one afternoon a week in the Administration Building; contact your school OCAP linker for more specific course details (see linker list on next page);

Enrollment Limitations: due to the nature of the course, enrollment will be limited; in screening applicants, attempts will be made to include persons committed to the goals of career education, from a broad representation of subject areas and school positions, as well as including an adequate representation from each secondary school in Lynn.

If the response is sufficient, the OCAP course will be re-offered in January, attempting to include those not admitted to the fall course.

Instructors: instructors for the course will be the Site Coordinators for the OCAP Project, Rick Benner (Lynn) and Greg Martin (King Philip).

Registration Procedure: interested persons should fill out the attached form and turn it in to their OCAP Linker (see list below). As OCAP has selected English High School as its pilot school in the city (with OCAP staff based there), there is no linker at English High School at this time.

Persons admitted to the course will soon be notified.

Linkers (turn in registration forms to this person):

English High School:	turn in to Monica Sullivan, OCAP Career Information Center Coordinator, Guidance Office;
Classical High School:	Richard Sakowich, Business Teacher
Lynn Vocational Technical Institute:	Thomas Connolly, Distributive Education Coordinator
Breed Junior High School:	John McManus, Family and Community Living Teach
Cobbett Junior High School:	Kenneth Britt, Business Teacher
Eastern Junior High School:	Daniel Mosco, Guidance Counselor
Lynn Vocational Junior High School:	John Cavanaugh, Guidance Counselor
Pickering Junior High School:	Carol Glowacki, Guidance Counselor

OCAP COURSE: GOALS AND THEMES

(Discussed in OCAP Course in Lynn)

A. OCAP Course Goal: For course participants to develop practical activities and realistic plans to help junior high and senior high school students':

1) self awareness;
2) career awareness and exploration;
3) deciding/planning/implementing.

B. Course Content:

1. OCAP course will sequentially offer approaches and resources to participants that will help each person design his/her own role in meeting #'s 1-3 above.

2. Certain continuing themes will be stressed during the course:

   a) career education is for all students -- general, minority, college bound, vocational, female, etc.;

   b) career education can (and should) be dealt with from several perspectives -- the participants' own career development, their own classroom/ guidance/ administrative role, their department, their school, articulation with other schools and their community (including parents, employers, etc);

   c) roles of various groups should be developed and coordinated to effectively meet student needs; these groups include teachers, counselors, administrators, employers and parents.

OCAP IN-SERVICE COURSE

(Application Form)

I am interested in taking the OCAP In-Service Course in career education.* I understand that the course requirements include producing written career education units that I will try in my own school setting.

Name: ______________________________

Position: ______________________________

Subject Area: ______________________________

School: ______________________________

____
Signed

*Due to course restrictions, enrollment is limited. The course may be re-offered in January should there be sufficient demand.

Note: Please turn this form into the OCAP Linker at your school. Course participants will soon be notified.

Linkers (turn in registration forms to this person):

English High School:	turn in to Monica Sullivan, OCAP Career Information Center Coordinator, Guidance Office;
Classical High School:	Richard Sakowich, Business Teacher
Lynn Vocational Technical Institute:	Thomas Connolly, Distributive Education Coordinator
Breed Junior High School:	John McManus, Family and Community Living Teacher
Cobbett Junior High School:	Kenneth Britt, Business Teacher
Eastern Junior High School:	Daniel Mosco, Guidance Counselor
Lynn Vocational Junior High School:	John Cavanaugh, Guidance Counselor
Pickering Junior High School:	Carol Glowacki, Guidance Counselor

APPENDIX R

Excerpt from Community Resource Planning Notebook

COMMUNITY RESOURCE PLANNING NOTEBOOK

INSTITUTE FOR CAREER RESEARCH
1399 WASHINGTON STREET
HANOVER, MASSACHUSETTS 02339

NOVEMBER 1976

FOREWORD

ONE OF THE MOST PREVALENT COMPONENTS OF CAREER EDUCATION IS THE UTILIZATION AND COORDINATION OF COMMUNITY RESOURCES. UNFORTUNATELY, WE HAVE WITNESSED A TREND IN TOO MANY OF OUR SCHOOLS TOWARD TALKING ABOUT, INSTEAD OF DOING SOMETHING ABOUT, INVOLVING THE VAST RESOURCES OF THE COMMUNITY IN CAREER EDUCATION.

THIS IS DUE IN A LARGE DEGREE TO THE COMPLEXITY AND SIZE OF THE COMMUNITY DIRECTION OF CAREER EDUCATION. MANY EDUCATORS HAVE ATTEMPTED TO MOUNT COLLABORATIVE EFFORTS WITH THEIR COMMUNITIES ONLY TO FIND AN UPHILL BATTLE IN COMMUNICATIONS, SCHEDULING, COORDINATING AND FOLLOW UP. AS A RESULT, MANY GIVE UP. ON THE COMMUNITY SIDE MANY VALUABLE RESOURCES ARE LOST BECAUSE THEY DO NOT KNOW WHO IN THE EDUCATION SYSTEM TO CONNECT WITH; OR THEY HAVE BEEN USED SO OFTEN THAT THEY ARE RELUCTANT TO BECOME INVOLVED AGAIN FOR FEAR OF OVER COMMITMENT.

AN ALTERNATIVE TO THE ABOVE SITUATION IS A LOGICAL PLANNING METHOD TOWARD A COMPREHENSIVE COMMUNITY RESOURCE SYSTEM. THIS PUBLICATION OUTLINES SUCH A SYSTEM AND IS INTENDED TO ACCOMPANY A DISCUSSION OF COMMUNITY RESOURCE PLANNING. YOU ARE ENCOURAGED TO TAKE NOTES IN THE MARGIN PROVIDED SO THAT THIS DOCUMENT MIGHT SERVE AS A RESOURCE IN YOUR PLANNING ACTIVITIES.

INTRODUCTION

THE DEVELOPMENT OF A COMMUNITY RESOURCE SYSTEM IS BORN OUT OF THE CONVICTION THAT THERE ARE MUCH NEEDED RESOURCES IN THE COMMUNITY WHICH, IF PROPERLY ORGANIZED AND MANAGED, CAN HAVE SIGNIFICANT IMPACT ON THE IMPROVEMENT OF OUR SCHOOL'S EDUCATIONAL PROCESS. IT HAS BECOME APPARENT, PARTICULARLY WITHIN RECENT YEARS, THAT THE REALITIES OF A FAST CHANGING, DYNAMIC SOCIETY CAN NO LONGER BE LEARNED OR COPED WITH IN AN ISOLATED SYSTEM OF EDUCATION. ATTENTION, THEREFORE, HAS BEGUN TO FOCUS ON THE POTENTIAL VALUES OF SCHOOL-COMMUNITY INVOLVEMENT IN SCHOOLS ACROSS THE NATION. FROM THE OUTSET, THE VALUES OF SCHOOL AND COMMUNITY PARTNERSHIP ARE VAST; HOWEVER, ONE IS IMMEDIATELY AWARE THAT THE PROBLEMS OF JOINING EFFORTS BETWEEN TWO COMPLEX BODIES CAN BE EQUALLY OVERWHELMING. THIS IS PARTICULARLY TRUE IN THE CASE OF A CITY SUCH AS BOSTON WHERE THE RELATIVE SIZE OF THE SCHOOL SYSTEM CREATES A GREATER CONCERN FOR COORDINATION OF COMMUNITY-BASED EFFORTS. UNDER THESE CIRCUMSTANCES, THERE EXISTS A NEED FOR A CENTRALLY COORDINATED SYSTEM WHICH WILL SUPPLEMENT THE BOSTON PUBLIC SCHOOL EFFORT TO BROADEN THE CAREER EDUCATION OPPORTUNITIES FOR ALL STUDENTS.

4

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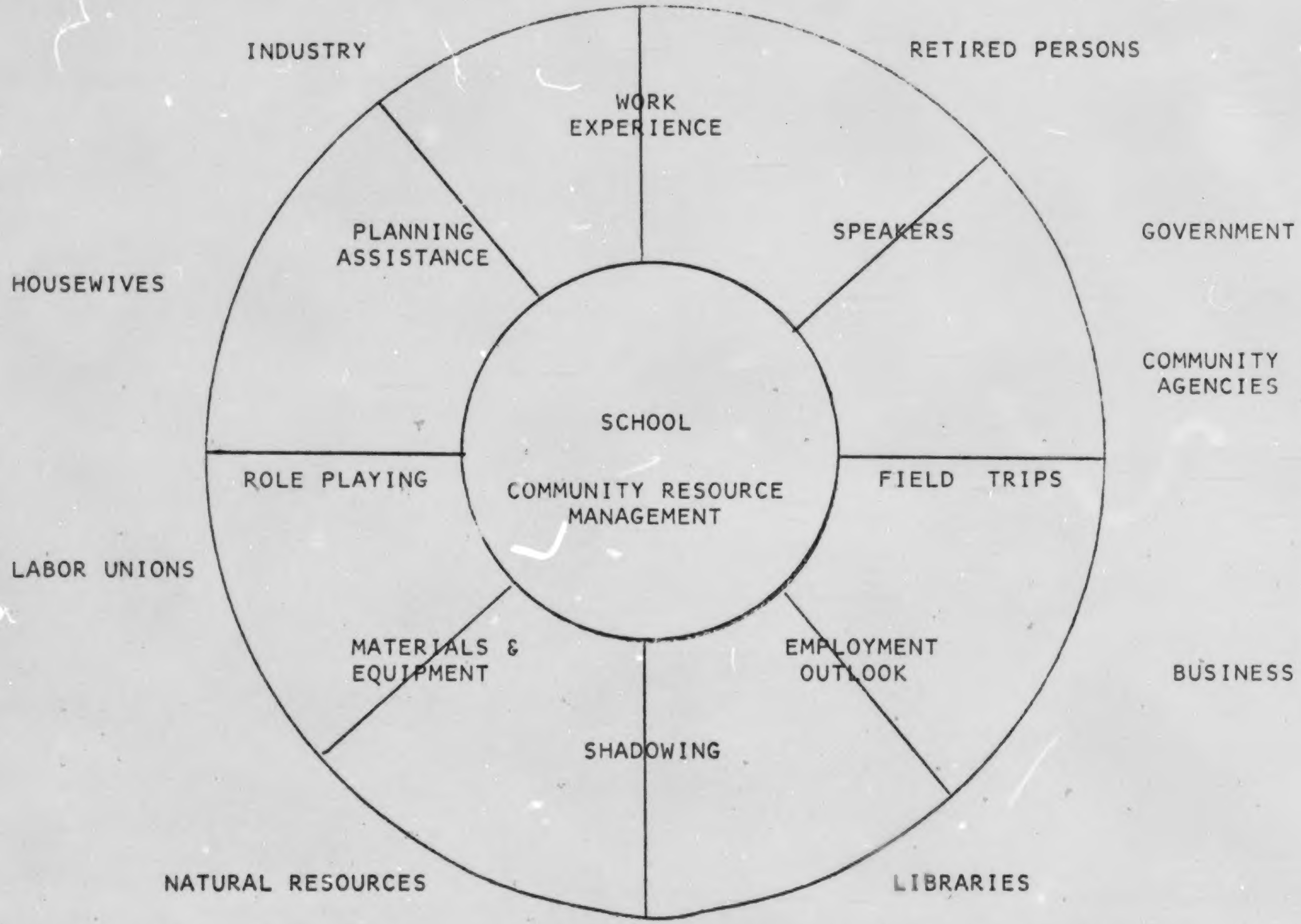

INDUSTRY
RETIRED PERSONS
WORK EXPERIENCE
PLANNING ASSISTANCE
SPEAKERS
GOVERNMENT
HOUSEWIVES
COMMUNITY AGENCIES
SCHOOL
COMMUNITY RESOURCE MANAGEMENT
ROLE PLAYING
FIELD TRIPS
LABOR UNIONS
MATERIALS & EQUIPMENT
EMPLOYMENT OUTLOOK
BUSINESS
SHADOWING
NATURAL RESOURCES
LIBRARIES

COMMUNITY RESOURCE NETWORK

APPENDIX S

Community Resource Listing

COMMUNITY RESOURCE DIRECTORY

Mike Duggan
Armstrong, Pollis, & Clapp
52 No. Washington Street
No. Attleboro, MA
ATTORNEY

Fern L. Mandeville
Madeville Chevorlet Inc.
Rt. 1 P.O. Box 99
No. Attleboro, MA
AUTO DEALER

Mrs. Virginia Maguire
930 West Street
Wrentham, MA
REG. DIETICIAN

Jack Authelet
Foxboro Reporter
Wall Street
Foxboro, MA
EDITOR

Charles Doran
12 Oak Drive
Plainville, MA
ELECTRONICS ENGINEER

Charles Miller
Hanson Systems
41 Richards Ave.
North Attleboro, MA
ELECTRONICS ENGINEER

Dr. Lawrence Cohen
16 Carlson Circle
Norfolk, MA 02056
DENTIST

Sr. M. Thomas More
Madonna Manor
North Attleboro
NURSING HOME ADMINISTRATOR

Arthur Moyer
26 Franklin Street
Wrentham, MA
AUTO DEALER

Joseph Moore
Friendly Ice Cream
466 E. Washington Street
No. Attleboro

Russell J. Kenney
34 Maple Street
Plainville, MA
ENGINEER

Bob Fay, Exe
Hockomock Area YMCA
300 Elmwood Street
No. Attleboro, MA
EXECUTIVE DIRECTOR

Mrs. James Till
6 Rhodes Street
Plainville, MA
FARMER

Jane Alonji
56 Messenger Street
Plainville, MA
ART TEACHER

Robert Gilmore
Gilmore Insurance Company
6 No. Washington Street
No. Attleboro
INSURANCE BROKER

Mrs. F. N. Frizzell
55 Lincoln Ave
Plainville, MA 02762
SALESPERSON

Kenneth S. Kublin
162 South Street
Plainville, MA
OPTOMETRIST

Mrs. Richard Bibby
2 Warren Street
Plainville, MA
PHYSICAL THERAPIST

Mr. Louis Maguire
Foxboro Reporter
Wall Street
Foxboro, MA
GRAPHICS ART

Mrs. Marciline Parker
57 Dunn Ave.
Wrentham, MA
ELEMENTARY SCHOOL TEACHER

Irving Brezack
Baka Manufacturing Co., Inc.
7-11 Cross Street
Plainville, MA
VICE PRESIDENT

Edmund Waitkevich, Jr.
7 Lincoln Road
Norfolk, MA
AUTO REPAIR

Wallace L. Mason
Richards Memorial Library
118 No. Washington St.
No. Attleboro, MA
LIBRARIAN

Dale E. Grant, Esquire
143 North Washington Street
No. Attleboro, MA 02760
ATTORNEY

Anthony G. Nadeem
Plainville Drug, Inc.
122 South Street
Plainville, MA
PHARMACIST

Natalie Rammel
Lorilin Nursery School
29 Broad Street
Plainville, MA
NURSERY SCHOOL DIRECTOR
POLICEWOMAN

Frederick Kessler
Hillsinger Corp.
33 West Bacon Street
Plainville, MA
PERSONNEL MANAGER

Constance Brown
37 Beach Street
Wrentham, MA 02093
PUBLIC HEALTH NURSE

Mrs. Donna S. Bender
434 East Street
Wrentham, MA 02093
ELEMENTARY SCHOOL TEACHER

Raymond E. Goddard
Ray's Drycleaners
141 Franklin Street
Wrentham, MA 02093
DRYCLEANER

Mrs. Jeanne D. Hill
Norfolk Public Library
139 Main Street
Norfolk, MA 02056
LIBRARIAN--DIRECTOR

Joseph Simonelli
Engelhard Industries
Route #152
Plainville, MA 02762
PERSONNEL MANAGER

George Cocuzzo
Spotless Carpet
529 Franklin Street
Wrentham, MA 02093
CARPET CLEANER & TILE

MATH

Engineer	Russell Kerney Plainville, MA
Electronics Engineer	Charles Doran, Plainville Foxboro Company
Electronic Engineer	Charles Miller, Pres. Hanson Systems, No. Attleboro
Insurance	Robert J. Gilmore Gilmore Insurance

SOCIAL STUDIES

Attorney	Mike Duggan, No. Attleboro Armstrong, Pollis, & Clapp
Police	Captain Reddish, Boston State Police, Public Relations Office
Attorney	Dale E. Grant, Esquire No. Attleboro
Investigator Policewoman	Natalie Ramnel Norfolk County Rape Unit, Dedham

PHYSICAL EDUCATION

Executive Director	Bob Fay, No. Attleboro Hockomock Area YMCA No. Attleboro, MA
YMCA	Sharry Feintech Hockomock YMCA

BUSINESS

Marketing Specialist (Elec. Eng.)	Charles Doran Foxboro Company
Vice President	Irving Brenack, Plainville Baka Manufacturing Co., Inc.
Auto Dealer	Fern L. Mandeville, No. Attleboro Mandeville Chevrolet Inc. (Secretarial Staff)
Salesperson	Mrs. F. N. Frizzell, Plainville Mary Kay Cosmetics
Service & Sales (Motorcycles & Sewing Machines)	Joseph & Elaine Morel M/C Sales & Service Morel's Cycle 822 E. Washington Street No. Attleboro
Auto Dealer (Sales)	Arthur H. Meyer, Wrentham L & B Sales
Manager	Joseph H. Moore, No. Attleboro Friendly Ice Cream
Personnel Manager	Frederick Kessler, Jr., No. Attleboro Hillsinger Corp.
Insurance	Robert J. Gilmore Insurance

HOME ECONOMICS

Reg. Dietician	Mrs. Virginia Maquire Wrentham, MA
First Grade Teacher	Mrs. Donna Bender 434 East Street Wrentham, MA
Drycleaner	Mr. Raymond E. Goddard Wrentham, MA

Child Care

Elementary School Teacher	Mrs. Marcilino Parker, Franklin Horace Mann Elementary School
Child Care Center Direcr	Mrs. Natalie Rammel, Wrentham Lorilin Nursery School
First Grade Teacher	Mrs. Donna Bender Wrentham, MA

APPENDIX T

Goals, Operational Objectives, and Activities

Part IV Continued

GOALS and OBJECTIVES -- TIMELINES

Goal 1: To facilitate student access to occupational opportunities through the provision of a guidance system which incorporates student capabilities.

Objective A - Develop an assessment - cluster placement system which will aid students in making tentative career choices and facilitate placement in the Skill Outcome Exploratory experience.

1. Assemble career awareness materials which complement existing elementary and junior high programs.
   July 1975 - August 1975 May 1976 - August 1976

2. Assemble test batteries to measure interests and abilities relative to the proposed exploratory clusters.
   July 1975 - August 1975 May 1976 - August 1976

3. Coordinate learning processes for career decision making.
   July 1975 - August 1975 May 1976 - August 1976

4. Apply materials developed in 1 - 3 on sample populations.
   September 1975 - June 1976

Objective B - Develop computerized student files which reflect occupational and academic competencies accomplished.

1. Establish Master File of coded competencies.
   August 1976 - July 1977

2. Develop access programs.
   July 1975 - July 1976

3. Develop report forms with the help of employers identified in Goal III.
   October 1975 - July 1976

Objective C - Develop a Guidance Information system in the proposed clusters.

1. Develop cluster matrices based on USOE job families and an "unskilled to professional" continuum.
   July 1975 - August 1975 July 1976 - November 1976
   July 1977 - August 1977

2. Input information from community, research, the Department of Labor and existing training programs.
   July 1975 - August 1975 July 1976 - November 1976
   July 1977 - September 1977

3. Establish student search procedures which will lead students from a personal skills inventory to relationship with other occupations.
   April 1976 - August 1976

Goal II: To facilitate student access to occupational opportunities through the provision of industrially validated exploratory programs in occupational preparation.

Objective A - Establish performance objectives for each proposed cluster area from Project CAREER information.

1. Select and sequence Project CAREER objectives.
   July 1975 - August 1975

2. Expand prerequisite learnings to a generic level and develop into objectives.
   July 1975 - May 1976

3. Sequence the generic level prerequisites in instructional order.
   August 1975 - May 1976

Objective B - Establish criteria reference measures to assess student progress in each cluster area.

1. Identify criterion reference measure for each objective established in Goal II, Objective A.
   June 1976 - September 1976

2. Code each item to appropriate objectives.
   June 1976 - September 1976

Objective C - Assemble learning activities designed to facilitate student accomplishment of objectives.

1. Establish instructional team (interdisciplinary).
   July 1975 - August 1975 September 1976 - June 1978

2. Establish instructional team member responsibilities in the accomplishment of each objective established in Goal II, Objective A.
   July 1975 - August 1975 September 1976 - June 1978

3. Develop correlated instructional activities for regular and special needs students.
   July 1975 - August 1975 Septembr 1976 - June 1978

4. Establish coordination plan for instructions.
   July 1975 - August 1975 August 1976 - June 1978

Objective D - Develop supplemental instructional activities for each proposed cluster.

1. Establish a classification system for supplemental activities.
   February 1976 - April 1976 June 1977 - June 1978

2. Develop supplemental activities.
   February 1976 - April 1976   June 1977 - June 1978

Objective E - Pilot test three clusters in the interdisciplinary approach developed in Objectives A - D.

1. Identify a sample population and control population for students in grades 10 - 12 in Lynn and King Philip schools.
   August 1975 - September 1975

2. Pre-test - apply process post-test.
   September 1975 - April 1976

3. Evaluation pilot on the basis of increased skills and increased occupational knowledge of students.
   April 1976 - June 1976

Objective F - Initiate Skill Outcome Exploratory Program developed in Objectives A - E.

1. Select students through assessment program in Lynn and King Philip schools (Goal I).
   September 1976 - October 1976

2. Conduct Skill Outcome Exploratory Programs on sample populations.
   October 1976 - June 1978

3. Inventory skills and link with Guidance Information System (Goal I).
   October 1976 - June 1978

Goal III: To facilitate student access to occupational employment and training opportunities through the development of a comprehensive articulation between curriculum levels, curriculum areas and the world of work.

Objective A - Conduct state of art study of career programs in sending districts.

1. Survey sending districts for program offerings.
   July 1975 - September 1975

2. Input results into the development of Diagnostic Assessment Programs.
   August 1975 - December 1975

3. Input results into the development of program linkages in III - B.
   August 1975 - December 1975

Objective B - Establish linkages between and within schools in the district.

1. Identify in-school programs where coded prerequisites are appropriately taught.
   September 1975 - May 1976

2. Identify in-school programs where coded occupational skills are appropriately taught.
   September 1975 - May 1976

3. Develop program continuums based on skills and prerequisites identified in III - B (1) and III - B (2).
   June 1976 - September 1976

4. Match student files to continuums identified in III - B (3) for Competency Based Career Guidance System information.
   September 1976 - June 1978

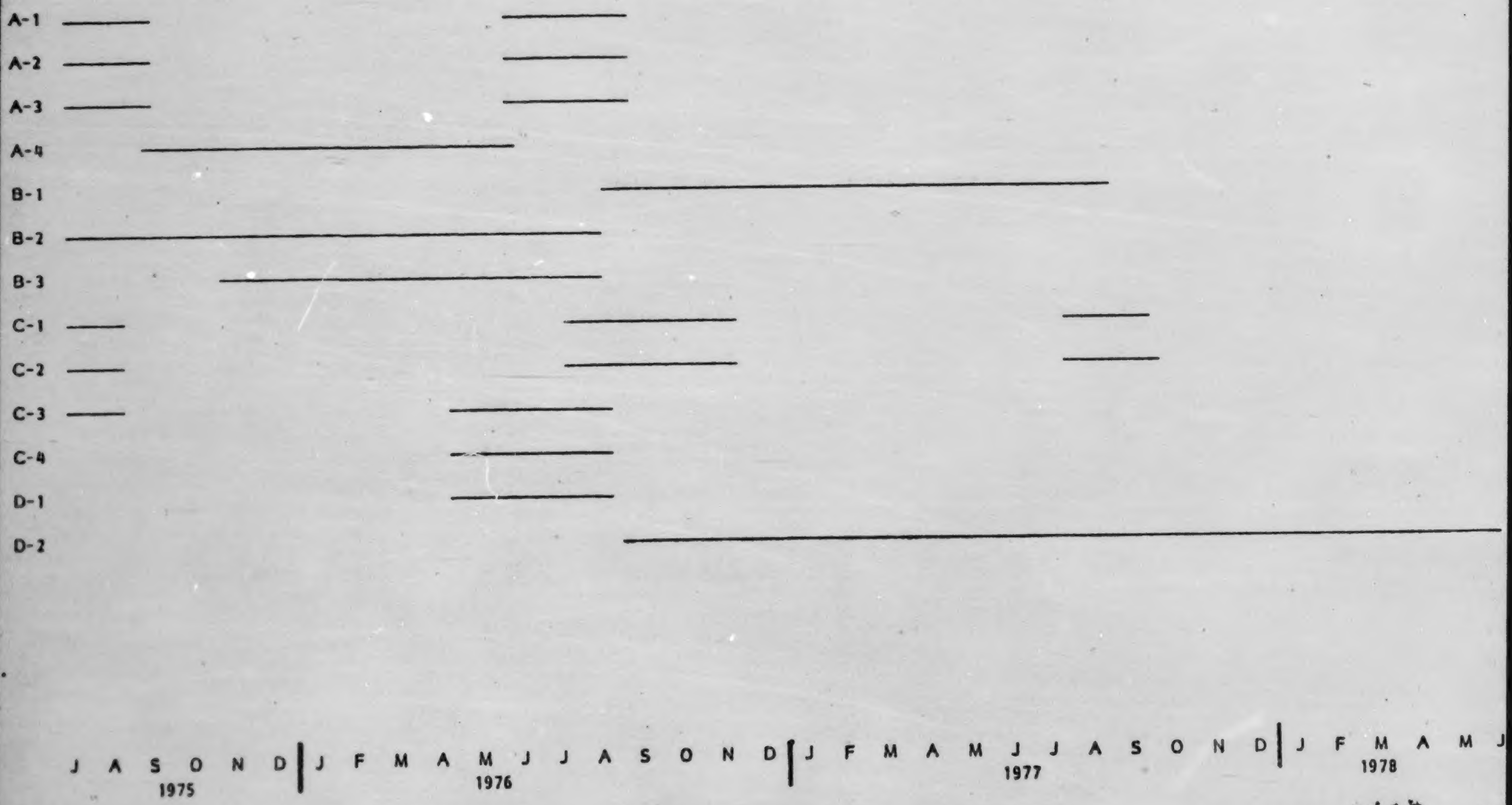
Objective C - Establish linkages with employment community and institutions of higher education.

1. Survey area for employment and higher education sites.
   July 1975 - May 1976

2. Implement New Job Options Model on employers in region.
   September 1975 - June 1978

3. Initiate program linkages with local higher education institutions using coded skill data and Competency Based Guidance Data.
   September 1976 - June 1978

Goal 1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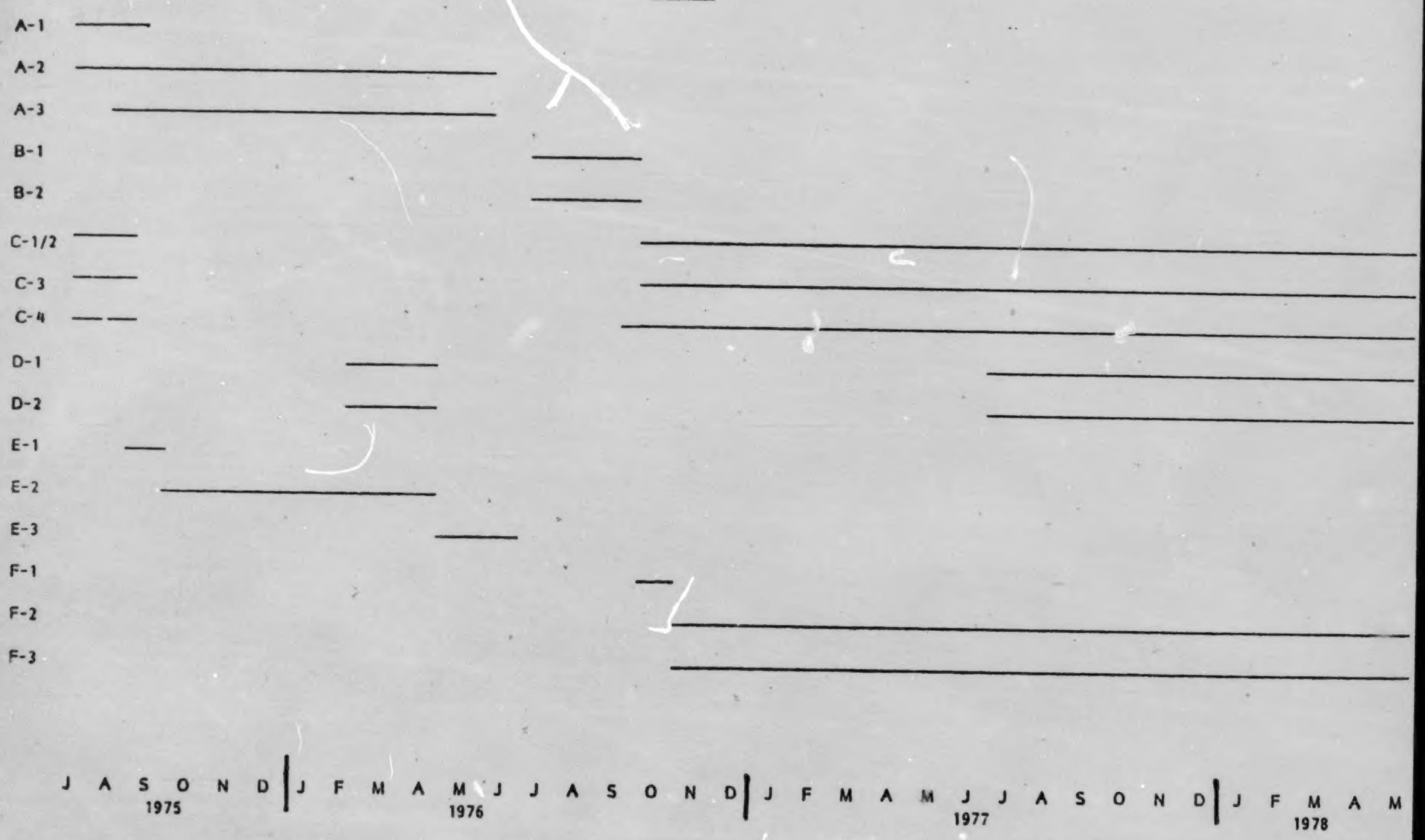
A-3
A-4
B-1
B-2
B-3
C-1
C-2
C-3
C-4
D-1
D-2
J A S O N D
1975
J F M A M J J A S O N D
1976
J F M A M J J A S O N D
1977
J F M A M J
1978

Goal II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A-2
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B-1
B-2
C-1/2
C-3
C-4
D-1
D-2
E-1
E-2
E-3
F-1
F-2
F-3
J A S O N D
1975
J F M A M J J A S O N D
1976
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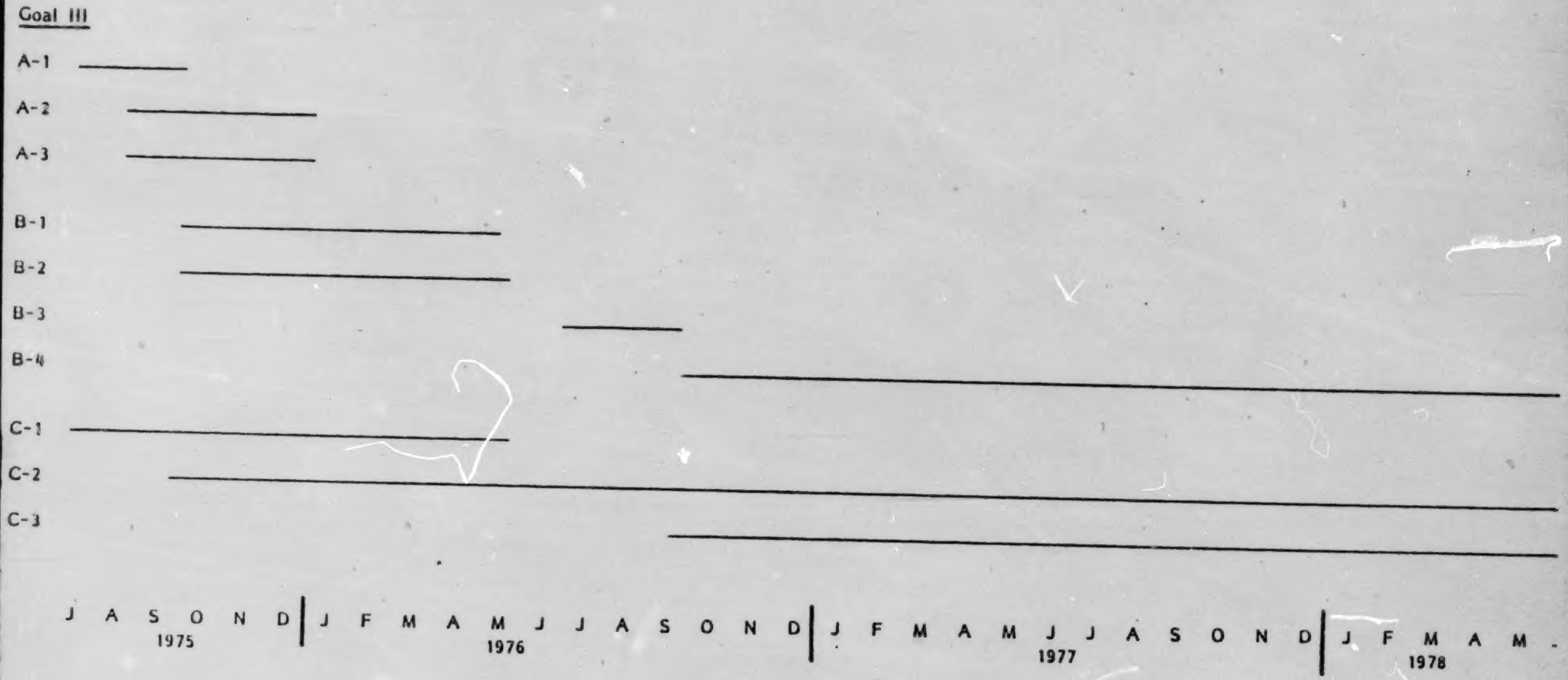
1977
J F M A M
1978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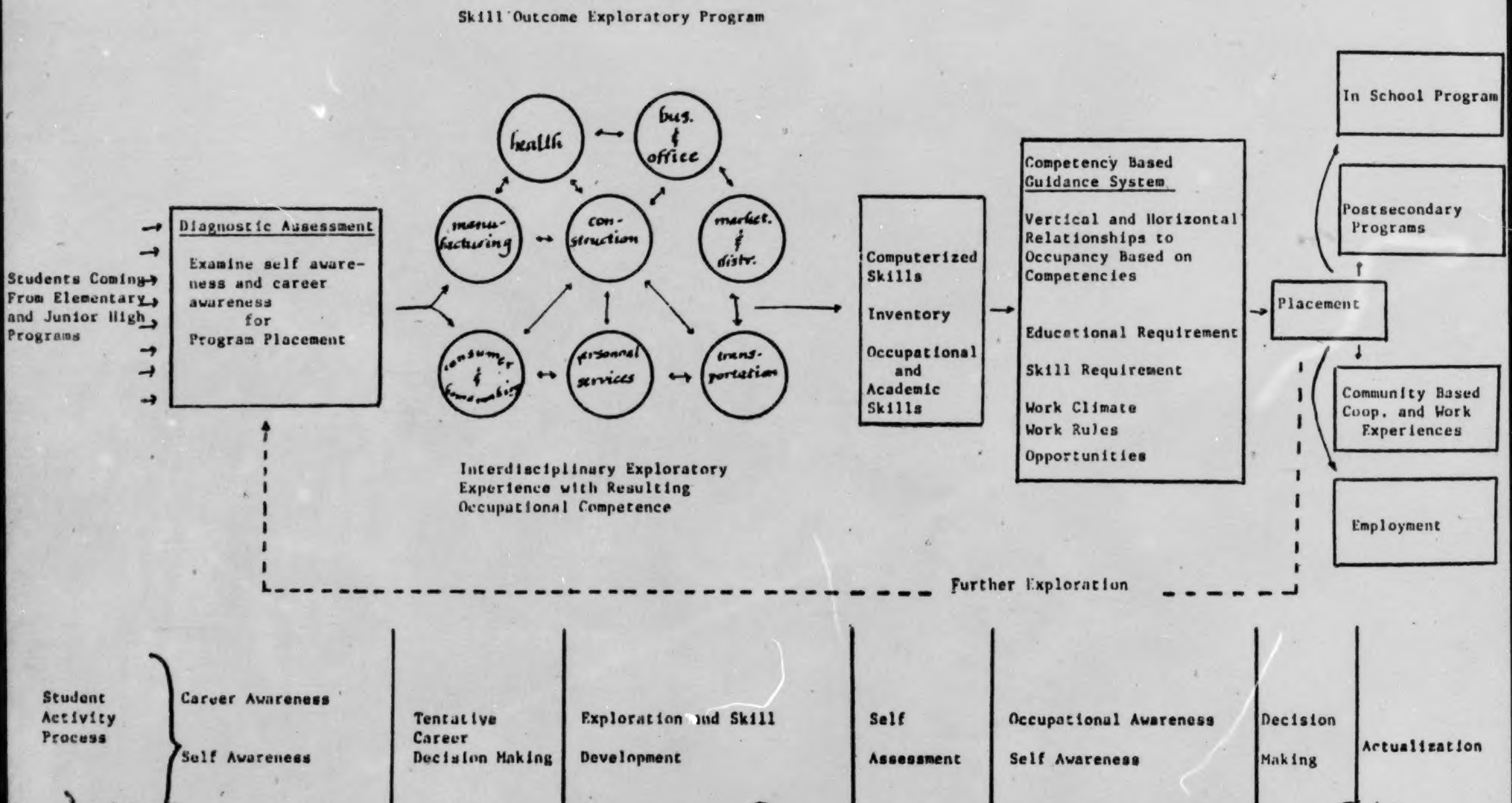
A-1
A-2
A-3
B-1
B-2
B-3
B-4
C-1
C-2
C-3
J A S O N D
1975
J F M A M J J A S O N D
1976
J F M A M J J A S O N D
1977
J F M A M
1978

MODEL FOR INCREASED ACCESS TO BENEFITS OF VOCATIONAL EDUCATION


Skill Outcome Exploratory Program
Students Coming From Elementary and Junior High Programs
Diagnostic Assessment
Examine self awareness and career awareness for Program Placement
health
bus. & office
manufacturing
construction
market. & distr.
consumer & homemaking
personal services
transportation
Interdisciplinary Exploratory Experience with Resulting Occupational Competence
Computerized Skills Inventory
Occupational and Academic Skills
Competency Based Guidance System
Vertical and Horizontal Relationships to Occupancy Based on Competencies
Educational Requirement
Skill Requirement
Work Climate
Work Rules
Opportunities
Placement
In School Program
Postsecondary Programs
Community Based Coop. and Work Experiences
Employment
Further Exploration
Student Activity Process
Career Awareness
Self Awareness
Tentative Career Decision Making
Exploration and Skill Development
Self Assessment
Occupational Awareness
Self Awareness
Decision Making
Actualization

APPENDIX A

PROGRAM DESCRIPTION

KING PHILIP REGIONAL HIGH SCHOOL
Wrentham, Massachusetts

PROGRAM DESCRIPTION

Goals	Objectives	Evidence of Merit
Goal I To facilitate student access to occupational opportunities through the provision of a guidance system which incorporates student capabilities.	Objective 1 Internalize the Guidance Information System. Enabling Objectives	
	1. Expand CIC resources.	Nontraditional occupational roles. New and emerging occupations. Materials with 6th-8th grade reading level.
	2. Develop and implement additional CIC related activities.	Mobile CIC unit. Occupational A/V series. Community resource file. In-class technical assistance.
	3. Facilitate internalization of of CIC and CIC aide position.	District assume CIC aide salary. District budget for CIC maintenance.

PROGRAM DESCRIPTION

Goals	Objectives	Evidence of Merit
Goal 1 To facilitate student access to occupational opportunities through the provision of a guidance system which incorporates student capabilities.	Objective 2 Internalize the Comprehensive Guidance System. Enabling Objectives	
	1. Coordinate development of Guidance Department action plan with school plan.	Two week intensive workshop involving guidance department and academic department chairpersons. Development of a written action plan.
	2. Facilitate implementation of Guidance department action plan.	Four inservice workshops involving guidance staff and academic staff.
	3. Expand the computerized student file system.	Two inservice workshops addressing competency based approaches to curriculum development and instruction. Expanded utilization in the voational and academic areas.
	4. Facilitate institutionalization of roles and activities.	Further development of job responsibilities for present King Philip staff. Monthly meetings with administrative and academic staff.

PROGRAM DESCRIPTION

Goals	Objectives	Evidence of Merit
Goal II To facilitate student access to occupational opportunities through the provision of industrially validated exploratory programs in occupational preparation.	**Objective 1** Develop learning activities designed to facilitate student accomplishment of objectives. Enabling Objectives	
	1. Conduct inservice credit courses.	Three credit course offerings during summer, fall, spring semesters. (Contingent upon minimum enrollment of fifteen.)
	2. Coordinate inservice workshop for department chairpersons to develop school-wide action plan.	Two week intensive workshop for department chairpersons resulting in written action plan.

PROGRAM DESCRIPTION

Goals	Objectives	Evidence of Merit
Goal II To facilitate student access to occupational opportunities through the provision of industrially validated exploratory programs in occupational peparation.	Objective 2 Develop supplemental instructional activities. Enabling Objectives	
	1. Facilitate the development of model activities through minigrant program.	One semester electricity exploratory program for academic students (90 hours). One semester Social Studies exploratory program utilizing the surrounding community as micro-study of society.
	2. Coordinate N.E. Region 1, Part D teacher exchange program.	Five visits to and from Burlington, Vermont; Somersworth, New Hampshire and Lynn, Massachusetts school systems.
	3. Design and develop video tape career awareness/exploration materials.	Series of video tapes (two-five).

PROGRAM DESCRIPTION

Goals	Objectives	Evidence of Merit
Goal II To facilitate student access to occupational opportunities through the provision of industrially validated exploratory programs in occupational preparation.	Objective 3 Internalization of the Skill Outcome Exploratory Program. Enabling Objectives	
	1. Implement school-wide plan.	Monthly inservice workshops for administrative, teaching and guidance staff. Bi-monthly meetings with superintendents and principals.
	2. Conduct inservice training.	Monthly inservice workshops with each academic department.
	3. Facilitate institutionalization of roles and program self renewal.	Monthly meetings with administrators. Expanded job responsibilities for present staff. Written continuation plan by administrators and department chairpersons.

PROGRAM DESCRIPTION

Goals	Objectives	Evidence of Merit
Goal III To facilitate student access to occupational employment and training opportunities through the development of a comprehensive articulation between curriculum levels, curriculum areas and the world of work.	Objective 2 Establish linkages with employment community. Enabling Objectives	
	1. Develop community resource system.	Community resource directory. Operational resource system.
	2. Implement community resource system.	Newspaper announcements. Five meetings with departments. Feedback from community/staff/students.
	3. Facilitate institutionalization of responsibility for community resource system.	Inclusion of responsibility in CIC aide position. Assumption of position by district.

APPENDIX B

PROGRAM DESCRIPTION

LYNN SCHOOL SYSTEM
Lynn, Massachusetts

PROGRAM DESCRIPTION

Goals	Objectives	Evidence of Merit
Goal I To facilitate student access to occupational opportunities through the provision of a guidance system which incorporates student capabilities.	Objective 1 Internalize the Guidance Information System.* Enabling Objectives	
	1. Internalize city-wide Career Information Center (CIC) Network at all junior and senior high schools.	City-sponsored paraprofessionals in in each school. Written position responsibilities for CIC network. Written budgets for all CIC's with city funds.
	2. Continue expansion of all CIC's to include non-stereotyped career information.	Teacher, student materials in each school.
	3. Continue expansion of CIC's to include career information for bilingual (Hispanic) students.	Separate city budget for bilingual career education materials. One week workshop for city bilingual teachers.
	*For all objectives, English high School will continue to serve as the pilot school with other schools developing similar activities.	

PROGRAM DESCRIPTION

Goals	Objectives	Evidence of Merit
Goal I To facilitate student access to occupational opportunities through the provision of a guidance system which incorporates student capabilities.	Objective 2 Internalize the Comprehensive Guidance System. Enabling Objectives	
	1. Institutionalize role of guidance counselors in Career Information Centers.	Communication of increased role to counselors by Deputy Superintendent.
	2. Develop role of guidance department as part of School Career Development Teams.	Designation of three-person team (counselor, teacher, CIC paraprofessional) by Deputy Superintendent. Monthly meetings of team to implement school career development program.
	3. Develop competency-based, computerized student file system.	Two inservice workshops addressing competency-based approaches to student career development.

PROGRAM DESCRIPTION

Goals	Objectives	Evidence of Merit
Goal II To facilitate student access to occupational opportunities through the provision of industrially validated programs in occupational preparation.	Objective 1 Develop learning activities designed to facilitate student accomplishment of objectives. Enabling Objectives	
	1. Develop and train Career Education Teams at each junior and senior high school.	One week summer workshop for school teams, resulting in action plan which includes school approach to Goal 2.
	2. Coordinate infusion of Goal 2 into roles of curriculum coordinators.	Written plan by each coordinator on how Goal 2 will be implemented through school system.

PROGRAM DESCRIPTION

Goals	Objectives	Evidence of Merit
Goal II To facilitate student access to occupational opportunities through the provision of industrially validated programs in occupational preparation.	Objective 2 Develop supplemental instructional activities. Enabling Objectives	
	1. Facilitate the development of model activities though mini-grant program.	Bilingual infusion program. Science infusion program. Other academic areas (at least two more)
	2. Coordinate Lynn staff members' participation in OCAP Teacher Exchange Program.	Five teacher/counselor visits to and from Burlington, Vermont; Somersworth, New Hampshire and King Philip school systems.

PROGRAM DESCRIPTION

Goals	Objectives	Evidence of Merit
Goal III To facilitate student access to occupational employment and training opportunities through the development of a comprehensive articulation between curriculum levels, curriculum areas and the world of work.	Objective 1 Establish linkages between and within schools in the district. Enabling Objectives	
	1. Facilitate assigning of on-going career education responsibilities to each junior and senior high school principal.	Written communication of roles to principals by Deputy Superintendent. Four meetings with principals to review progress.
	2. Develop Career Development Teams at each junior and senior high school (see Goal I, Enabling Objective 2 for details).	Three-person teams named at each school.
	3. Develop Career Information Center Network. (See Goal 1, Enabling Objective 1.)	(See Goal I, Enabling Objective 1, Evidence of Merit.)
	4. Develop position of city-wide coordinator for Occupational Education.	Rewritten job description to include CIC network responsibilities.
	5. Infusion of career education into roles of city curriculum coordinators.	Three meetings of coordinators with Dep. Superintendent to communicate roles. Written descriptions of career education roles for coordinators.

PROGRAM DESCRIPTION

Goals	Objectives	Evidence of Merit
Goal III To facilitate student access to occupational employment and training opportunities through the development of a comprehensive articulation between curriculum levels, curriculum areas and the world of work.	Objective 1 Establish linkages between and within schools in the district. Enabling Objectives	
	1. Expand J.H.S. program.	One week inservice workshop resulting in school-wide action plan coordinated with H.S. plan.
	2. Conduct inservice training.	Four curriculum day workshops addressing: Non-traditional occupational roles. Career awareness program development/implementation. Community resource utilization.
	3. Facilitate development of career exploratory program.	One week workshop to develop 7th and 8th grade career exploratory course.
	4. Institutionalize Career Education Coordinator position at S.H.S. and J.H.S. levels.	Formally established CEC positions at both levels. CEC involvement in planning workshop with J.H.S./S.H.S. staff. (Two weeks.)

PROGRAM DESCRIPTION

Goals	Objectives	Evidence of Merit
Goal III To facilitate student access to occupational employment and training opportunities through the development of a comprehensive articulation between curriculum levels, curriculum areas and the world of work.	Objective 2 Establish linkages with employment community. Enabling Objectives	
	1. Develop community resource listing for CIC Network.	Community Resource Directory published. Directory utilized in each junior and senior high school as part of CIC function (written roles).

Lynn Action Plan SY 1977 to 1978

GOALS

1. To institutionalize the OCAP Model within English High School

2. To evaluate the effectiveness of the OCAP Model within English High School

3. To articulate the OCAP Model to the other secondary level schools within the Lynn School System

OBJECTIVES AND ACTIVITIES

1. Expand career education leadership within English High School

    1.1 designate a Career Education Team Leader

    1.2 establish a Career Education Team to include the Team Leader, C.I.C. Aide, and interested staff

    1.3 provide inservice training to the Career Education Team in the development of a career education plan.

    1.4 provide technical assistance to the Career Education Team in the implementation of career education activities.

2. Expand the resources and services of the Career Information Center (C.I.C.) at English High School

    2.1 provide training and technical assistance for the designated C.I.C. Aide

    2.2 expand resource and service of the C.I.C. in needed areas to include:

        a. appropriate reading levels

        b. bilingual

        c. non traditional

        d. community resources

3. Administer and interpret assessment instruments at English High School

    3.1 pre test the 10th grade population utilizing the OCAP Student Assessment Survey (October)

    3.2 post test the 10th through 12th grade populations (December / May)

    3.3 post test the professional staff (December / May)

    3.4 interpret and report the results of the above

4. Develop C.I.C.s at the other secondary level schools within the Lynn School System

    4.1 establish C.I.C.s in the other secondary schools utilizing English High School as a model

    4.2 provide training for the designated aides

5. Develop Career Education Teams within the other Lynn Secondary Schools

    5.1 provide inservice training to the designated Team Leader in the development of the team concept

    5.2 provide technical assistance to the designated Team Leader in the development of a career education plan

APPENDIX U

Needs Assessment

LYNN

On June 23, 1975, a visit was made to Lynn to meet with Dr. Fred Cole, Director of Federal Programs, and the person in charge of the project with which Project CAREER will be affiliated. We spent approximately two hours discussing the Career Awareness Project, Project CAREER's role in it, and the present state of the art relative to career awareness/ occupational education in Lynn.

The interview, although general in nature, did have a loosely structured format. Against a background of trying to determine the nature of a pre-assessment phase for the Project CAREER-Lynn Project, a primary purpose was to assess the extent of articulation between the various programmatic levels concerning career awareness and any specific testing for awareness, interest, aptitudes, skills, etc. Five specific questions were asked and responded to:

1. What kind of specific, formalized career awareness programs presently exist at the elementary and junior high levels?
2. What kind of specific, formalized self-awareness testing programs presently exist at the elementary and junior high levels?
3. What kind of career exploration presently goes on at the elementary and junior high levels?
4. How do students enter existing occupational programs? What kind of assistance do they receive?
5. What kind of information do those responsible for vocational programs have on students entering their programs?

Dr. Cole, although somewhat removed from the classroom and actual guidance environment, demonstrated extensive knowledge about the existing situation and problems. It was concluded at the termination of the interview that no additional persons within the Lynn School System had to be approached for further information.

It was quickly determined that little or nothing is being done regarding career exploration/awareness. There was definitely nothing at the elementary level; career education has not yet come to Lynn in the lower grades! There are no elementary counselors and apparently teachers have not formally integrated conscious self-awareness activities into the curriculum.

There does seem to be some attempt at "vocational" testing at the junior high school. A basic problem here, however, is the limited number of counselors as well as the real role expectation these people must face. In reality, junior high school counselors are adjustment counselors, perhaps a euphemism for disciplinarians, who must be primarily concerned with a high rate of truancy, anti-social behavior, etc., at the expense of more meaningful activities. Consequently, the potential good to be gained from the meager amount of testing conducted is almost entirely lost because of a lack of follow-up discussions, interpretations, and planning between counselor and student.

The role expectation and limited number of guidance counselors in the Lynn School System poses potential danger for future efforts involving Project CAREER. The role of guidance counselor for career exploration, awareness, and future planning is at the heart of the emerging vocational program. Drastic changes are needed in role and attitude, and training seems in order before the anticipated contributions to the program from guidance staff will be realized. It is foolish to think that more personnel will be forthcoming in an environment where the school budget represents 28% of the total city budget. The use of counselors and the needed ingredients for realizing extensive benefits from their services must be closely examined by those involved in the program.

II. The Present Situation

Painting a picture of the present situation regarding career awareness/ exploration and training, even with the broadest of strokes, depicts a rather dismal, albeit all too realistic scene. Nearly all students desiring an occupational course of study enter the Lynn Vocational-Technical School. This is done without the assistance of well structured counseling and preparation, as mentioned above. One can only wonder about the variables that affect a student's decision to go this route as well as his/her self-image at the time of this unfortunately somewhat more than tentative decision-making. Some local businessmen are invited occasionally to speak about their job roles and an infrequent visit is made by junior high students to a local industry, but this by and large has been the extent of formalized exposure to the world of work within the school system.

Several "alternative" programs do exist within the school system, primarily to salvage the potential drop-out. Junior high students (grades 7-9) with academic problems participate in a trade-industrial arts program in which they are introduced to four occupational areas: (1) machine shop, (2) electrical shop, (3) metal fabrication, and (4) carpentry. For those old enough, a P.M. (12:00 - 5:30 pm) program has been introduced which attempts to prevent student withdrawal by combining academics with vocational education and some cooperative education. In both of these instances, students appear to select these programs primarily through their own initiative.

King Philip Regional School System

King Philip Regional School is the receiving high school for the towns of Wrentham, Norfolk, and Plainville. Students from these three towns come to King Philip through one common junior high school. The present educational structure includes a vocational school, with its own director, within the Regional High School complex, but the philosophy has changed to that of restructuring onto a comprehensive school plan. A rather large wing is presently being added to the existing facility. This addition will represent a significant expansion of the school's vocational program, which is in keeping with the district's growing and firm commitment to providing maximum exposure to career education for all students. The vocational program is being expanded from five areas to approximately eighteen as a result of the present construction.

In addition to the growing vocational curriculum, the King Philip Regional High School has a varied and interesting number of programmatic alternatives for its students. These include a strong business education component, an emerging distributive education option, college preparatory, and general education. The changing curricular philosophy emphasizes the elimination of the general education option, the expansion of the vocational/occupational program, and the belief that the college directed avenue is part of a larger career education/preparation perspective.

Cooperative Education and Work Study programs appear to be well established at King Philip. Seniors involved in these programs work in the field on alternate weeks. Approximately 80% of all seniors are placed on jobs within the school's labor market area (Lynn/Worcester-New Bedford).

Many of the occupational course offerings at King Philip include both terminal and enabling performance objectives. Vocational faculty were provided with an in-service program on the development of job competencies. While there is the expected variance as to quality and quantity within each area, both the vocational administration and Dr. Glen Neifing, special consultant to the training program, are due high praise for what seems to be an extremely successful developmental program.

Existing Career Education and Testing Programs

There is a formalized career exploratory program in the junior high school. Eighth graders are exposed to a structured course focusing on the world of construction, world of transportation, etc. Not all of the students at this grade level, however, are able to participate in this offering. The reasons for this, as well as information as to the criteria for determining which students are admitted to the exploratory program, were unavailable during my visit to the school. Further information is needed regarding the eighth grade exploratory unit.

Junior high counselors do no interest testing at the seventh and eighth grade levels. General aptitude (DAT) and intelligence (Iowa, Ottis-Lennon) data appear to be the primary types of individual information sought. Perhaps what seems to be a reluctance to undertake additional testing is due to parental concern about excessive probing by the schools. This is a sensitive issue at King Philip and the need for and use of additional testing by Project CAREER must be evaluated completely before final plans in this facet of the program are consummated.

There is apparently good rapport and close cooperation between junior and senior high guidance staffs within the King Philip School System. The three counselors in the junior high and the five at the high school maintain continuous communication concerning the well-being of students progressing through the system. This is very important in that high school program selection and, therefore, significant career decisions are presently made at the end of the eighth grade. Because of this, the one vocational counselor at the high school is involved primarily with only those students who have chosen this programmatic direction.

There is a limited career awareness library at present in the high school, and the materials that do exist are housed mostly in the counselors' offices. A Student Resource Center is being added as part of the new complex, however, and plans are being made to use this as the primary repository for the anticipated major expansion of materials in this area. There is evidence to suggest that the counseling staff is aware of and supports the need for career exploration as a vital part of the curriculum. These staff members probably know little or nothing, however, about Project CAREER and would most likely welcome additional exposure to career education in general and competency-based education in particular. This type of spade work by Project CAREER staff at the outset of involvement with King Philip personnel would seem most important and would reap significant benefits in the long run.

Although productive, the value of my visit to King Philip was limited somewhat by the fact that those to whom I spoke had not yet been thoroughly exposed to the intent of the new vocational project with which Project CAREER will interface. It is my understanding that a meeting shortly involving personnel from Project CAREER and the Regional School will cover much of the ground over which this report was intended to trod. Everyone being comfortable with the meeting's agenda, this consultant has not sought further for additional information on existing career efforts or preliminary plans for future activities in this area.

APPENDIX V

OCAP Orientation Course - King Philip

AGENDA

September 15, 1975
8:00 a.m. - 12:00 p.m.

Objective: To acquaint all participants with Project CAREER, the mission of the Occupational Competence Access Project and staff.

1.	An Overview of the Two-Day Workshop	John O. Post, Jr.
2.	Details About the Inservice Course	Glen Neifing
3.	An Orientation to Project CAREER	John O. Post, Jr.
4.	The Mission of the Occupational Competence Access Project	John O. Post, Jr.
5.	A Description of Staff Roles	John O. Post, Jr. Gregory W. Martin Richard S. Benner Roni D. Posner King Philip Teachers and Counselors

6. Small Group Discussions

   Topics:

   a. How do we transfer the model from a graphic representation to a people process?

   b. What will the typical student experience entering and moving through the model?

   c. How does the model compare with work which has been conducted at King Philip?

7. Summary and Comments

PROJECT CAREER

COMPUTER ASSISTED RESEARCH FOR EDUCATIONAL RELEVANCE

301 north main street — randolph, massachusetts 02368 — (617) 963-8653

Vincent P. Lamo
Director

AGENDA

September 16, 1975
8:00 a.m. - 11:45 a.m.

Objective: To familiarize the participants with Project CAREER staff roles; to orient the group to the guidance component of the Occupational Competence Access Project; and to familiarize the group with Project CAREER resources.

1.	Review of First Day's Agenda	John O. Post, Jr.
2.	An Overview of the Role of the Student Data and Communications Coordinator	Roni D. Posner
3.	An Overview of the Role of the Guidance Coordinator	Richard S. Benner
4.	Discussion of the Guidance Component of the Occupational Competence Access Project	Richard S. Benner
5.	An Overview of the Role of the Inservice Training Administrator	Gregory W. Martin
6.	An Orientation to Project CAREER Resources	Gregory W. Martin
7.	Questionnaire	Staff
8.	Summary and Next Step	Staff

PLANNING WORKSHOP
OCCUPATIONAL COMPETENCE ACCESS PROJECT
September 16, 1975

Questionnaire

1. Describe in detail the specific kinds of career guidance assistance that you feel students need at the King Philip Vocational High School.

2. Based on the information you have so far, what role could you expect to play in the Occupational Competence Access Project (OCAP)?

3. What specific knowledge/information/abilities do you have that could directly contribute to OCAP?

4. Based on what has been discussed to date, in what specific ways could OCAP affect your job in a positive way? Are there any problems or criticisms you face that this project could help you with?

5. What role are you now expecting Project CAREER to play at King Philip?

6. Describe as best you can the specific type of cooperation you feel is necessary between the King Philip teachers/counselors and Project CAREER staff.

7. What problems do you foresee in implementing the Occupational Competence Access Project at King Philip? Be as specific as possible.

8. What existing career guidance programs/activities do you know of at King Philip?

9. What expectations/hopes do you have for OCAP? Specifically, what would you like to see happen between now and next June in career guidance and career instruction at King Philip?

APPENDIX W

Guidance Workshop Plan

MCOE massachusetts center for occupational education

two sun life park, 100 worcester street,
wellesley hills, massachusetts 02181 tel. (617) 235-7020

Project CAREER
May, 1976

"Careers and Me" Series
Resource #7

DEFINING THE COUNSELOR ROLE(S) IN STUDENT CAREER DEVELOPMENT: A WORKSHOP APPROACH

Listed below is a sequence of steps which lead to a logical definition of the counselor's role in career educaton.

This sheet may be used by guidance departments or by other groups responsible for assisting students in life/work planning.

This sheet should be used in conjunction with Resource Sheet #6, "Counselor Role(s) in Student Career Development".

Following is an outline for the steps leading counselors toward a definition of their roles in career education.

Step 1 - Describing Student Needs:

The counselors should brainstorm for an appropriate period of time, listing what they feel are student "needs" in terms of career development; many issues should surface, such as "more realistic information", "help in decision-making", "speakers", "values clarification", etc.

The group leader should then help summarize these needs, showing that they fall into the broad categories of Self-Awareness (values, skills, interests, etc.), Career Awareness and Exploration, Decision-Making (tentative) and Planning, and Implementation.

Step 2 - Listing Possible Counselor Activities:

Next, the leader should encourage the counselors to examine the list of identified student needs and list (either by brainstorming, small group discussion or large group feedback) possible counselor activities to meet these student needs.

(See Reverse Side)

Many specific activities should result (e.g. "setting up a Career Information Center", "teaching a mini-course on decision-making", "developing a community resource committee", etc.).

After a wide-ranging list of activities has been accumulated, the leader should encourage the group to try to define a handful of larger counselor roles which encompass these specific activities. The resulting headings may include such roles as:

1. The counselor as resource to the classroom teacher.
2. The counselor as coordinator/administrator of a school career education program.
3. The counselor as a "counselor": provides assistance to students in areas such as values, interests, skills, decision-making, etc; (the developmental aspect of the student's career process).
4. The counselor as career information coordinator: provides information on career fields, post-secondary alternatives, community resources, etc.
5. The counselor as "linker" for career education (with students, parents, teachers, administrators, community leaders, media, etc).

Step 3 - Summary:

The leader should next attempt a summary of what the group has produced so far -- a list of student needs and a roster of possible counselor roles and activities in the students' career development process. Any questions from the group should be dealt with at this time.

Step 4 - Action Plans:

The last activity will depend very much on both the leader's and counselors' commitment. The purpose of this final step is to produce some tangible next steps, so that the previous discussion does not simply become an intellectual exercise.

Step 4 may take many forms. It may result in counselors (a) deciding to meet weekly to further develop their roles in career education; (b) deciding to start a Career Information Center; (c) deciding to set up a "mini-course" on decision-making; see Resource Sheet #6 for other possibilities.

The optimum outcome of the workshop is that counselors will decide to not only take the initiative for developing an overall school career education program, but also commit themselves to some specific first steps, together with a timetable! It is important that the discussion end with agreement on specific follow-up for counselor involvement (when? where? how?).

Note: The time frame for this workshop is open-ended. It need not be completed in one session. One logical follow-up would be to use the "Careers and Me" Sheet (Resource #6) on "Counselor Role(s) in Student Career Development" for planning specific activities.

GUIDANCE COUNSELOR ROLE IN OCAP -- A WORKING PLAN

The guidance group will move through the steps listed below (documenting each), with the ultimate goal to clarify the counselors' role in OCAP, write a career guidance plan for 1975-1976, and begin to take specific steps to implement the career guidance plan.

Listed below are the steps we will explore:

Step 1: Review of OCAP and Project CAREER

Step 2: Clarification of student needs at King Philip

Step 3: Inventory of existing career development activities at King Philip

Step 4: Setting long-range goals for student career development

Step 5: Translating long-range goals to short-term objectives

Step 6: Current counselor roles at King Philip

Step 7: Possible counselor roles in student career development at King Philip

Step 8: Cooperative roles for the counselor at King Philip (with teachers, students, administrators, etc.)

Step 9: Developing a guidance plan/timetable for 1975-1976.

Step 10: Taking first steps

APPENDIX X

OCAP Orientation Workshop - Lynn

PROJECT CAREER

COMPUTER ASSISTED RESEARCH FOR EDUCATIONAL RELEVANCE

301 north main street — randolph, massachusetts 02368 — (617) 963-8653

Vincent P. Lamo
Director

AGENDA

Project CAREER

English High School Occupational
Competence Access Project
Teachers' Workshop

October 8, 1975
1:00 p.m. - 2:00 p.m.

Workshop Objective: To familiarize the English High School staff with the Occupational Competence Access Project (OCAP), with the roles of the Project CAREER staff, and with their own roles in OCAP.

1.	Overview of the Occupational Competence Access Project	John O. Post, Jr.
2.	Staff Roles	John O. Post, Jr. Gregory W. Martin Richard S. Benner Roni D. Posner
3.	Discussion	Workshop Participants
4.	Next Steps	John O. Post, Jr.

PROJECT

COMPUTER ASSISTED RESEARCH FOR EDUCATIONAL RELEVANCE

301 north main street — randolph, massachusetts 02368 — (617) 963-8653

Vincent P. Lamo
Director

AGENDA

Project CAREER

English High School Occupational
Competence Access Project
Administration's Workshop

October 8, 1975
2:30 p.m. - 3:30 p.m.

Workshop Objective: To familiarize the English High School Administration staff with the Occupational Competence Access Project (OCAP), with the roles of the Project CAREER staff, and with their own roles in OCAP.

1.	Overview of the Occupational Competence Access Project	John O. Post, Jr.
2.	Staff Roles	John O. Post, Jr. Gregory W. Martin Richard S. Benner Roni D. Posner
3.	Discussion	Workshop Participants

PROJECT

COMPUTER ASSISTED RESEARCH FOR EDUCATIONAL RELEVANCE

301 north main street — randolph, massachusetts 02368 — (617) 963-8553

Vincent P. Lamo
Director

AGENDA

Project CAREER
English High School
Occupational Competence Access Project
Teachers' Workshop

October 15, 1975
2:30 p.m. - 4:00 p.m.

Workshop Objective: To familiarize the participants with Project CAREER resources and how they impact on the Occupational Competence Access Project (OCAP).

1.	Review of the Occupational Competence Access Project and Staff Roles	Gregory Martin Roni Posner
2.	Overview of Project CAREER Resources	Gregory Martin Roni Posner
3.	Relating Project CAREER Resources to OCAP Discussion	Workshop Participants
4.	Next Steps	Gregory Martin

APPENDIX Y

Wrentham Summer Course Agenda

(Occupational Competence Access Project)

KING PHILIP SUMMER WORKSHOP

AGENDA

Week One

Day One - Wednesday June 29, 1977 8:30 AM - 1:00 PM

1. Workshop Welcome — Bill Costa
2. Workshop Overview — Greg Martin
    a. Work Agreements
    b. Agenda
    c. Outcome
3. Group Round-Table Discussion — Rick Benner
    a. Needs Assessment - Student/Staff
    b. Present Activities
    c. Roles

Day Two - Thursday June 30, 1977 8:30 AM - 1:00 PM

Career Education Approaches — Vin Liuzzi

Day Three - Friday July 1, 1977 8:30 AM - 1:00 PM

Formulation of Objectives — Vin Liuzzi

Day Four - Tuesday July 9, 1977 8:30 PM - 1:00 PM

Developing Career Education Activities	Vin Liuzzi Greg Martin Diane Hayes

Day 5 - Wednesday July 6, 1977 8:30 AM - 1:00 PM

Implementation Strategy Discussion	Vin Liuzzi Greg Martin

Week Two

Thursday July 7 - Wednesday July 13, 1977

Completion and Submission of Department Plans

APPENDIX Z

Career Education Steering Committee

KING PHILIP REGIONAL SCHOOL DISTRICT
WRENTHAM, MASSACHUSETTS

Task #13
November 7, 1977

Career Education Steering Committee Appointments

Eventually OCAP will cease functioning when its grants expire. We must prepare ourselves for the inevitable by devising a simple structure consistent with our present mode of operation that will ensure the continuation of career information services to students.

The purpose of the King Philip Regional School District Career Education Steering Committee is to plan and coordinate the implementation of a continuing comprehensive career education program within the district.

The membership of the Steering Committee will represent the junior and senior high schools. Each sub-committee will elect a chairperson who will be designated the Career Education Coordinator for the school.

Basically the responsibilities of the Steering Committee are:

1. Coordinate the implementation of the ninth grade plan developed during the summer workshop.

2. Develop coordinated grade level plans as follows:
   a. Seventh and eighth grade levels by the J.H.S. sub-committees
   b. Tenth grade level by the S.H.S. sub-committees

Progress on the above responsibilities will be reported according to the following schedule:

December 1, 1977
March 1, 1978
May 1, 1978

Mr. Greg Martin will be available to assist us, particularly with the planning and details of the transition of responsibility and generally as a resource person

It seems that I frequently call upon the same people for assistance. Because you are the system's leaders and represent your departments, collectively you have access to the total staff formally, through your schedule of meetings, and informally, as chance meetings occur. Those kinds of communications make your contributions vital to the success of career education.

I again would greatly appreciate the cooperation of the following staff members as their school's sub-committee:

SENIOR HIGH SCHOOL SUB-COMMITTEE

Gene Szczepaniak	Math Department
Tom Ligor	Science Department
Connie Poulos	Social Studies Department
Bobbie Negus	English Department
Scott Dittrich	Physical Education Department
Paul Lanciaux	Foreign Language Department
Bob Geib	Students Services
John Young	Vocational
Diane Hayes	C.I.C. Coordinator

JUNIOR HIGH SCHOOL SUB-COMMITTEE

Joe Lojko	Student Services
Bob Doherty	Guidance
Gordon Woodhams	Industrial Arts
David Webb	Math Coordinator
Constance Ryan	Language Arts Coordinator
Algot Runeman	Science Coordinator
Paul Gallerani	Cultural Studies Coordinator
Winona LoGrasso	C.I.C. Coordinator

Very sincerely,

William J. Costa
Superintendent of Schools

APPENDIX a

Lynn Course

ATTACHMENT 1

MEMORANDUM

TO: All Junior and Senior High School Staff

FROM: Carl. A. Palombo, Deputy Superintendent for Secondary Schools

SUBJECT: Announcement of OCAP* Career Education Course

*Occupational Competence Access Project

Beginning the week of October 4th, an in-service course will be offered which is designed to help junior and senior high school teachers, counselors and administrators implement career education in their own schools.

Through Fitchburg State College, three graduate credits will be given for successful completion of the course. It is also possible that local system credits in Lynn will be offered for the course.

The course will be run by the OCAP Project, in cooperation with the Lynn School Department. OCAP (Part of Project CAREER) is a three-year federal demonstration program, aimed at helping the secondary school students of Lynn make better, more informed career plans.

Following are details about the OCAP course:

Course description:	see attached sheet
Credits:	3 graduate credits, through Fitchburg State
Tuition:	to be covered by OCAP (Project CAREER)

Requirements: each participant will be required to develop, implement and document career education units in his/her class or guidance setting; additional written out of class assignments will be required:

Purpose: to develop "how to do it" strategies in career education that can be made available to other secondary school personnel in Lynn;

Time/Place: The week of 10/4 through the week of 12/13; 3pm-5pm one afternoon a week in the Administration Building; contact your school OCAP linker for more specific course details (see linker list on next page);

Enrollment Limitations: due to the nature of the course, enrollment will be limited; in screening applicants, attempts will be made to include persons committed to the goals of career education, from a broad representation of subject areas and school positions, as well as including an adequate representation from each secondary school in Lynn.

If the response is sufficient, the OCAP course will be re-offered in January, attempting to include those not admitted to the fall course.

Instructors: instructors for the course will be the Site Coordinators for the OCAP Project, Rick Benner (Lynn) and Greg Martin (King Philip).

Registration Procedure: interested persons should fill out the attached form and turn it in to their OCAP Linker (see list below). As OCAP has selected English High School as its pilot school in the city (with OCAP staff based there), there is no linker at English High School at this time.

Persons admitted to the course will soon be notified.

Linkers (turn in registration forms to this person):

English High School:	turn in to Monica Sullivan, OCAP Career Information Center Coordinator, Guidance Office;
Classical High School:	Richard Sakowich, Business Teacher
Lynn Vocational Technical Institute:	Thomas Connolly, Distributive Education Coordinator
Breed Junior High School:	John McManus, Family and Community Living Teacher
Cobbett Junior High School:	Kenneth Britt, Business Teacher
Eastern Junior High School:	Daniel Mosco, Guidance Counselor
Lynn Vocational Junior High School:	John Cavanaugh, Guidance Counselor
Pickering Junior High School:	Carol Glowacki, Guidance Counselor

OCAP IN-SERVICE COURSE

(Application Form)

I am interested in taking the OCAP In-Service Course in career education.* I understand that the course requirements include producing written career education units that I will try in my own school setting.

Name: ______________________________

Position: ______________________________

Subject Area: ______________________________

School: ______________________________

____
Signed

*Due to course restrictions, enrollment is limited. The course may be re-offered in January should there be sufficient demand.

Note: Please turn this form into the OCAP Linker at your school. Course participants will soon be notified.

Linkers (turn in registration forms to this person):

English High School:	turn in to Monica Sullivan, OCAP Career Information Center Coordinator, Guidance Office;
Classical High School:	Richard Sakowich, Business Teacher
Lynn Vocational Technical Institute:	Thomas Connolly, Distributive Education Coordinator
Breed Junior High School:	John McManus, Family and Community Living Teacher
Cobbett Junior High School:	Kenneth Britt, Business Teacher
Eastern Junior High School:	Daniel Mosco, Guidance Counselor
Lynn Vocational Junior High School:	John Cavanaugh, Guidance Counselor
Pickering Junior High School:	Carol Glowacki, Guidance Counselor

Occupational Competence Access Project

OCAP In-Service Career Education Course:
Objectives/Requirements (850)

The OCAP In-Service Course will assist class participants in understanding the principles of career education and allow each member to apply career education in his/her own environment.

I. Objectives

Each member of the class, upon successful completion of the course will:

1. Understand the goals and activities of the OCAP (Occupational Competence Access Project) program in the Lynn school system;
2. Understand the rationale, principles, and applications of the career education movement in U.S. education today and how OCAP relates to this movement;
3. Have the opportunity to make recommendations for expansion of career education activities in his/her own school;
4. Be exposed to career education resources (curriculum and guidance materials, films, etc) that relate to his/her particular area;
5. Be able to experience career education in his/her own school setting, by designing, trying out and evaluating practical exercises and units;
6. Understand the roles of various groups in the delivery of career educati including students, teachers, counselors, administrators, employers, and parents;

II. Requirements

Each course participant is required to produce the following by the end of the course:

1.	Introduction to Career Education book (turned in with exercises completed);	25%
2.	A series of written career education "units" to try out in one's own school setting;	40%

3. A brief paper discussing how the course participant views career education in his/her own role; 25%

4. In addition, each school represented in the course will prepare a brief written document outlining proposed career education activities for their particular school;* 10%

*Not applicable to King Philip

(Occupational Competence Access Project)

Lynn In-Service: (850) Class List

BREED JUNIOR HIGH

Pat Shaughnessy	Typing
Pat Turner	English/Soc. Studies
Nick Ciarlante	Family Living

COBBET JUNIOR HIGH

Jack Whelan	Bilingual
Beverly McCall	English/Social Studies
Kenneth Britt	Business

EASTERN JUNIOR HIGH

John Nygren	Math
Dan Mosco	Guidance
Janice Chiaradonna	Family Living

LYNN VOCATIONAL JUNIOR HIGH

Robert Ulfo	Soc. Stu./Eng.
Ronald Ackerman	Sheet Metals

PICKERING JUNIOR HIGH

Stephen Brenner	Physical Education
Jacqueline Harrington	French/Spanish
Ken Noyes	Physical Education

CLASSICAL

David Starrett	English
Peg Adams	Speech/Drama/English
Dick Sackowich	Business

VOCATIONAL TECHNICAL SCHOOL

Tom Connelly	Distributive Education
Gerard Driscoll	Distributive Education
Charlotte Brown	Distributive Education

ENGLISH HIGH

Janet Russell	Resource	Judith Abromowich	Music
Ann Marie Moreno	Spanish/Italian	Joan Russell	Guidance
Dick McGuinness	Math	Fred Davis	Math
Don Twomey	Guidance	Thomas Serino	Science
David Lenihan	Science	Charles Ritt	Soc. Stu.
Alan Tattle	Guidance		

OCAP COURSE: GOALS AND THEMES

(Discussed in OCAP Course in Lynn)

A. OCAP Course Goal: For course participants to develop practical activities and realistic plans to help junior high and senior high school students':

1) self awareness;
2) career awareness and exploration;
3) deciding/planning/implementing.

B. Course Content:

1. OCAP course will sequentially offer approaches and resources to participants that will help each person design his/her own role in meeting #'s 1-3 above.

2. Certain continuing themes will be stressed during the course:

   a) career education is for all students -- general, minority, college bound, vocational, female, etc.;

   b) career education can (and should) be dealt with from several perspectives -- the participants' own career development, their own classroom/ guidance/ administrative role, their department, their school, articulation with other schools and their community (including parents, employers, etc);

   c) roles of various groups should be developed and coordinated to effectively meet student needs; these groups include teachers, counselors, administrators, employers and parents.

APPENDIX b

OCAP Linkers - Lynn

ATTACHMENT 2

12

LYNN PUBLIC SCHOOLS
LYNN, MASSACHUSETTS
Inter-Departmental Correspondence

November 4, 1976

Memo to: ALL SECONDARY SCHOOL PRINCIPALS

RE: OCAP PROJECT

The federally funded OCAP (Occupational Competence Access Project) program in Lynn is trying to help us at the secondary level in these areas: (1) assist all students in identifying their talents and interests and linking them to career fields; (2) helping students to be exposed to many careers; and (3) assisting students in making realistic post-secondary decisions.

Although the OCAP pilot school is English High School, the OCAP site coordinator, Rick Benner, has offered OCAP as a resource to the other secondary schools in the city.

Some of the ways that OCAP will help you expand your own career education program this year are:

(1) the OCAP in-service course at the Administration Building; three people from each school (except the pilot school, English High, which has more) are taking the course; the focus of the course is to help teachers and counselors develop practical ways to relate career education to all their students;

(2) selection of OCAP "linkers" at each school, so that one person can be identified in each building as the central information/communication source for career education, materials, and activities in your school;

(3) establishment in each school of a Career Information Center for use by all students and staff; funds for purchase of materials are being made available through a grant from Fred Cole's office.

IMPORTANT: In order that the OCAP program can quickly help your school develop career education activities, I am asking for your full cooperation, both with your OCAP linkers and with Rick Benner and Monica Sullivan of the OCAP staff. Specifically, I want you to:

(1) assure that a Career Information Center will be established and operating in your school by January, 1977; this includes setting aside space, staffing the center, and making sure that appropriate career information is on hand; the OCAP staff, through regular group meetings with all the linkers, will assist your linkers in this task;

(2) work in any way you can to involve as many of your faculty as possible in providing more career education for all your students; later this year, the OCAP staff has offered to do presentations at faculty meetings; contact Rick Benner -- I'd like each school to have at least one such presentation.

Thank you for your cooperation in this most important school program.

Approved by:
Carl A. Palombo, Deputy Sup't.
Secondary Education.

hkr/

Criteria for Selection of OCAP Linkers

General Description: OCAP Linkers will be persons in each Junior High School and High School in Lynn appointed to provide a means of contact with the OCAP project staff and the demonstration activities being conducted at Lynn English. These persons will be responsible for initiating career education activities in their respective schools and coordinating resources from the project which impact on school needs. They will attend each monthly seminar which will be held during the school year by the OCAP project and disseminate information in their respective schools.

Requirements:

1. Employed as a teacher, counselor or administrator in a specified school.
2. Have a demonstrated commitment to career education.
3. Have made previous efforts to initiate career education.
4. Able to communicate with colleagues in an effective manner.
5. Be familiar with career education resources and processes.
6. Be willing and able to disseminate career education resources.

Selection Procedure:

1. Carl Palumbo, Fred Cole, and John Post make preliminary selection of persons meeting the above requirements.
2. OCAP staff interviews candidates for appointment.
3. Recommendations for appointment approved by building principals.
4. Appointments made by Carl Palumbo.

Orientation:

1. Orientation materials and a brief meeting of Linkers and OCAP staff (prior to close of school)
2. Three day orientation workshop for linkers in August.

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APPENDIX c

Career Curriculum Packages - King Philip

(Occupational Competence Access Project)

COMMUNITY RESOURCE AND GOVERNMENT COURSE

Developed by
Clara Manteca
and
Constantine Poulos
King Philip Regional High School
Wrentham, Massachusetts

July, 1977

COMMUNITY GOVERNMENT AND RESOURCES
COURSE GOALS

Initially the Community Government and Resources Course will provide the students the opportunity to directly and actively to learn about the government and resources of the King Philip School District. In order to understand the community and its resources, a study of local history and government will be developed. The effect of local government upon the student and the community will be described and discussed. The opportunities of living and working in the District will be explored by means of career focused lessons and assignments. The study of the community through its heritage, government, and opportunities will be the ultimate goal of the course.

Major goals are for students to learn the following concepts: practical skills; ideas about the ways that local agencies are both necessary and influential in the lives and careers of everyone in the community; and career planning and opportunities.

Topics will include a unit on the history of the region, the job of specific agencies of local government, and career planning.

COMMUNITY GOVERNMENT AND RESOURCES

Course Objectives

1. The student will understand course goals and objectives. The student will:

   a. Determine the reason for government.

   b. Describe the heritage of the King Philip District.

   c. Discuss the idea of community.

   d. Describe the resources of the district.

   e. Explore career education and opportunities in the school and community.

2. The student will understand the causes and effects of settlement of this district. The student will:

   a. Identify the motives of the people who emigrated to the area.

   b. Determine the factors involved in choosing the area.

   c. Participate in a simulation exercise based on the problem of locating a settlement, given maps and information to determine the best site for settlement.

   d. Describe the geographical features of the Wrentham area in the late seventeenth century.

   e. Know the relationship and responsibility of the original town to the Massachusetts General Court.

   f. Collect information about the original settlers in Wrentham through cemetery visits, examination of town records and historical commission data.

   g. Interpret the attitudes and experiences of the people as evidenced in primary source material.

3. Show student understanding of the original inhabitants of the area. The student will:

   a. Locate and label on a map the areas inhabited by indian tribes and various colonial groups.

b. Explain the cultures and life-styles of the various indian tribes of the area.

c. Determine the values of the native Americans and their interaction with the colonists.

d. Determine and analyze the causes of King Philip's War.

e. Decide the reasons for the failure of the indian uprising.

f. Explain the effect of the war on the settlement at Wrentham.

g. Describe the events in the resettlement of Wrentham after the war.

4. Show student understanding of the development of the area. The student will:

a. Analyze the patterns of growth of a local community.

b. Make a map of the Wrentham settlement based on information collected on field trips and from historical data (town records).

c. Answer questions based on the reading of the History of Wrentham text.

d. Draw conclusions about the history of the area from lectures by members of historical commissions.

e. Collect information from family histories to add to local historical commission files.

f. Draw conclusions from cemetery visits about design of stones, presence of epidemics, causes of death, participation of local residents in war, size of families.

g. Participate in making tombstone rubbings for interpretation purposes.

h. Present a report on a local historical site.

5. Show understanding of the forms and functions of local government by collecting information about government agencies and deciding how various community problems would be handled by government. The student will:

a. List the basic elements of a town meeting form of government.

b. Compare and contrast the town meeting with other forms of local government: mayor-council, commission, city manager.

c. Determine the role of each government agency, committee or commission after hearing from guest speakers representing each of the above.

d. Compare the importance of the various agencies and committees of the town government.

e. Match various community problems with the governmental agencies which are designed to handle them.

f. Evaluate the importance of citizen participation in local government by analyzing candidates and results of local elections.

g. Determine the influence of citizen participation on local government activities through interviews and polls.

h. Expand upon the daily function of town government by visiting town offices and meeting officials in their working situations. Make a written report of observations.

i. Select town officials to interview about their responsibility.

j. Analyze a town meeting through attendance and draw conclusions about its functions.

k. Determine the function of town committees by attending a committee meeting and report on its activities.

6. The student will understand the laws and ordinances of local government that effect businesses, housing, occupations and schools. The student will:

a. List the ways that laws on health relate to our lives.

b. List local laws on public safety that influence everyone.

c. Answer questions on chapter readings from state and local government.

d. List sources of revenue for local governments.

e. Define terms relating to taxes and budgets.

f. Listen to and question guest speakers as they explain the relationship of laws to their roles.

g. Research and answer questions on how local government pays for its services.

h. Compare local budget expenditures.

i. Research local tax rates.

j. Research local revenues.

k. Compare zoning laws of the three towns.

l. Answer questions regarding the purposes and results of zoning laws.

m. Research and explain laws that relate to one's tentative career plans.

n. Write letters to local officials and agencies.

7. The student will utilize and explore career planning and job opportunities in the district. The student will:

a. Write letters to agencies and area employers.

b. Interview local government personalities to establish a career profile.

c. Answer questions from Chapters 1, 2, 3, and 10.

State and Local Government

d. Listen to career experts and evaluate their information regarding career planning.

e. Visit agencies and employers and write reports on observations.

f. Make a chart listing jobs in local government, job descriptions, and job qualifications.

g. Make a bulletin board of newspaper articles about local government meetings.

h. Make a bulletin board listing area job opportunities advertised in the newspapers.

i. Use in-school resources, including personnel, the media center, and the Career Information Center, to obtain career information and ideas.

j. Learn about the educational requirements, responsibilities, salaries, positive and negative aspects, and job satisfactions of various occupations in both government service and the private sector.

(Occupational Competence Access Project)

COMMUNICATIONS AND MEDIA CLUSTER EXPLORATORY UNIT

Developed by
Edward Maloney
King Philip Regional High School
Wrentham, Massachusetts

July, 1977

INTRODUCTION

OCAP has been at King Philip for the past two years. Its goals have been to introduce career education to the school and to help students in making career decisions. Working within each discipline, the goals have been to offer students information that would enable them to assess their skills and talents and to explore related careers. Next year is the final one for the project. Once the project has left, it becomes the responsibility of King Philip to incorporate the goals and activities into the curriculum. For this reason it is necessary to create resources that the classroom teacher could make use of in carrying out these goals.

The following proposed project is to be a six week unit within the English elective, Communications and Media. The unit will offer the media students realistic experience in producing a media package and create five filmstrips on careers in English.

It is also hoped that these packages will serve as examples to expand this service to each of the disciplines and related careers.

ANTICIPATED STUDENT OUTCOMES

The unit is designed so that responsibility shifts from teacher-directed to student-directed behavior. The student learns the managing processes of planning, organizing and controlling people, materials and equipment, to achieve a group goal. The student will learn to identify consumer needs and must decide the amount of time, material and labor needed to fulfill these needs.

Because it is based upon the real life situation of producing a media package, the student will become aware of employment opportunities in each area of media production. By working in a group and seeing contribution of difference and skills, the student will see his role in each career.

Since the final product is an actual product that will be used in the school, the student's feeling of self-worth and importance should increase. The activities are ones that achieve a very practical goal rather than simply being an exercise in communication theory. Also, since the final product will be seen outside the media class, recognition will be given the student for his work.

Goal 1

The student will develop a new mode of communication.

Objectives

The student will:

1. Identify the basic concepts of communication.
2. Develop the skills necessary to utilize slide and filmstrip projectors, tape recorders, viewers, and cameras.
3. Develop the graphic ability needed to convey a message.

Goal 2

The student will demonstrate the ability to work more effectively in a group-oriented situation.

Objectives

The student will:

1. Recognize organizational and planning skills as means of accomplishing a task or goal.
2. Participate in a production crew.
3. Recognize the responsibility for carrying out a plan.

Goal 3

The student will explore an English and a media career.

Objectives

The student will:

1. Utilize local resource people and faculty to produce script for filmstrip.
2. Examine a group of careers that require an English background.
3. Examine a career in the communications and media cluster.

Goal 4

The student will participate in the production of a synchronized sound filmstrip to be used by classroom teachers.

Objectives

The student will:

1. Produce a storyboard for a filmstrip.
2. Produce slides and sound track.
3. Synchronize sound track with filmstrip.

Goal 5

The student will demonstrate the ability to make an evaluation.

Objectives

The student will:

1. Develop the criteria for judging individual and group efforts.
2. Participate in class evaluation of all productions.
3. Maintain a log of activities, noting particularly problems encountered.

(Occupational Competence Access Project)

EIGHT CLUSTER EXPLORATORY UNITS

Developed by
Robert G. Houde
King Philip Regional High School
Wrentham, Massachusetts

July, 1977

OVERALL COURSE GOALS

The overall course goals for eight seminar-type mini courses related to eight occupational clusters to be offered as part of two Business English classes beginning in the fall of 1977 are as follows:

1. To cause the involved students to become more aware of the numerous career opportunities available to them, especially opportunities in the eight emphasized occupational clusters. This awareness will be brought about in several ways: by using speakers from the community who are actually involved in many of the occupations to be reviewed; by the use of the many available films and filmstrips relating to the occupational clusters; by making available to the students literature from numerous area employers - this literature will include job descriptions, career opportunities, employee benefit programs, job applications, company brochures, and other pertinent information; by taking students on field trips to various businesses related to occupations looked at.

2. To cause the involved students to become aware of the expectations employers have of prospective employees. Among other things, students will learn what to do and what not to do during a job interview; how to properly fill out a job application; how to compose a resume and letter of application; and some of the behavior patterns expected by different employers. This goal will be achieved primarily through the guest speakers, but literature, films, filmstrips, and trips will also be utilized.

3. To cause the students to become more aware of the occupational training available at various technical schools, business schools, community colleges, two-year colleges, and four year colleges. This will be achieved primarily by having speakers from many different institutions of higher learning present their programs to the classes. Films, literature, and trips will also contribute to the achievement of this goal.

THE UNIT BEGINS

Before any of the occupational mini courses are started, a motivational beginning is needed. What follows is a five-day plan which will hopefully ensure that the unit is launched well.

Day 1 — Show the film PACK YOUR OWN CHUTE. This is a highly motivational film emphasizing the message that each of us is in charge of our own destiny. If time permits, a student-centered discussion on the meaning of the film. PACK YOUR OWN CHUTE is a Foxboro Company film.

Day 2 — If there is a need, conclude discussion of the film from Day 1. Then, introduce the eight scheduled mini courses, trying to get student input on the activities, speakers, trips, etc., they would like. Especially try to find out if there are any occupational areas any student is especially interested in. Emphasize the point that student input is essential if the mini courses are to be successful.

Day 3 — Guest speaker - Yvonne Peterson, Administrative Assistant in Employee and Community Relations at the Foxboro Company. She will talk about the mini courses in general terms and specifically about what she and the Foxboro Company can provide in the way of services and assistance. She will also discuss the world of work as it is in 1977.

Days 4 and 5 — An introduction for some and reacquaintance for others with the Career Information Center at King Philip. Diane Hayes will assist in trying to make the students aware of all the Center has to offer and of how to use the resources of the Center.

At the conclusion of Day 5, students will be asked for any additional input they may have pertaining to the mini courses. They will be reminded that their suggestions are always welcome.

APPENDIX d

Superintendent's Statement - King Philip

KING PHILIP REGIONAL SCHOOL DISTRICT

Commitment to Career Education

I would like to make you aware of a very high priority which I ask each of you to include in your planning, beginning with the 1977-1978 school year. Specifically, I am referring to the need to develop and implement a coordinated plan of action to meet the individual career development needs of our students.

The fundamental concept of career education is that all educational experiences, curriculum, instruction and counseling should be geared to preparation for economic independence and an appreciation for the dignity of work. It is as applicable to the primarily academically oriented student as it is to the student who prefers a vocationally directed program.

The main thrust of career education is to prepare all students for a successful life of work by increasing their options for occupational choice, by eliminating barriers--real and imagined--to attaining job skills, and by enhancing learning achievement in all subject areas and at all levels of education.

Career education recognizes critical decision points at which students must be prepared and equipped to decide whether to pursue a job, seek further education or choose some combination of both.

Today, more than ever, there is a need to provide all students with both the resources and experiences necessary to assist them in making career decisions and in developing marketable skills. Many King Philip staff members would like to coordinate present activities with the development of new activities in order to maximize the benefits to be gained by all our students.

In order to accomplish this priority, I have approved the following activities:

(1) Designation of John Robbins as the Career Education Coordinator at the high school and Sam Strickland at the junior high school.

(2) Establishment of Career Information Centers at the junior and senior high schools.

(3) Staffing of the senior high school Career Information Center by Mrs. Diane Hayes and the junior high school by Mrs. Winona LoGrasso.

(4) Revision of the present junior high school industrial arts/home economics program into a co-educational career exploratory program.

I recommend that departments now take the following actions:

(1) Integrate appropriate career education activities into their present curricula.

(2) Encourage staff to include career education courses in their future professional development plans.

(3) Initiate inter-departmental career education planning as part of your ongoing curriculum development activities.

(4) Expand the occupational and exploratory career offerings.

William J. Costa
Superintendent of Schools

4/77

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APPENDIX e

Team Leader Training - Lynn

OCAP

(Occupational Competence Access Project)

LYNN CAREER EDUCATION
TEAM LEADER WORKSHOPS

Time

Every Thursday from 10:00 A.M. - 12:00 P.M.

Location

Administration Building Conference Room

Workshop Topics

1. Team Leader Roles and Responsibilities
2. Managing the Career Information Center/Career Information Center Activities
3. Career Education Team Functions
4. Generating Building Level Interest in Career Education
5. Redefining Staff Roles in Career Education
6. Utilizing Community Resources
7. Career Education Planning
8. Needs Assessment in Career Education Planning
9. Career Education Models - OCAP, Lynn Plan, and Others
10. System-Wide Coordination/Articulation of Career Education

AGENDA

1. Overview of Career Education in Lynn

   A brief discussion of the system's career education philosophy, the Lynn Plan, OCAP, the building level team concept, etc.

   Essentially where Lynn is in relation to career education and where it is going.

2. Discussion of Team Leader Responsibilities and Administrative Procedures

   This portion of the agenda will probably generate the most group response.

   Team Leader responsibilities include:

   a. Chairperson of the building level career education team.

   b. Supervision of the CIC aide

   c. Liaison between the building principal and the building team.

   d. Liaison between the building and the Deputy Superintendent

   e. Program progress reporting to the Deputy Superintendent according to an established schedule - perhaps 4 to 6 times during the school year

Essentially the Team Leader is the primary motivator of career education within his building. In addition, he is a city wide leader as a member of the Team Leader group.

The administration procedures should include:

- a. CIC budgets
- b. CIC ordering procedures
- c. Lines of communications and authority

3. Development of Long and Short Range Career Education Goals

Short range goals should include:

- a. Establishment of a functioning CIC in each building
- b. Team member selections, orientation and planning meetings
- c. Building level needs assessment and recommendations
- d. Publicizing via faculty meetings, building level newsletter, department meetings, etc.

Long range goals should include:

- a. Development of city wide career education goals and objectives
- b. Development of school level activities consistent with the city wide goals and objectives

(Occupational Competence Access Project)

LYNN CAREER EDUCATION TEAM LEADER DESCRIPTION

Role Responsibilities

1. Chairperson of the building level career education team.
2. Supervisor of the CIC and the CIC Aide.
3. Liaison between the building team and:
    - a. The Building Principal.
    - b. The Deputy Superintendent.
    - c. OCAP.
4. Program progress reporting to the Deputy Superintendent.

Role

The career education team leader is the primary motivator of career education within his/her building. In addition, he/she is a city-wide leader for career education as a member of the team leader group.

ocap

(Occupational Competence Access Project)

CAREER EDUCATION TEAM LEADER
NEEDS RESPONSE

Name ______________________________ Date __________

School ______________________________

Please specify your immediate concerns or needs.

(Occupational Competence Access Project)

LYNN CAREER EDUCATION
TEAM LEADER REPORT

Name ______________________________ Date ______________

School ______________________________

Program Progress

____

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____

____

Program Problems

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____

____

____

Specific Requests for Assistance, Clarification or General Comments

____

____

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____

APPENDIX f

Regional Workshops - Sample Agenda

Institute for Career Research
1399 Washington Street
Hanover, MA 02339
617-826-8361

SOUTHEAST REGIONAL EDUCATION CENTER
WORKSHOP

Wednesday, January 18, 1977

OCAP PRESENTATION AGENDA

1. Overview of OCAP

2. The Guidance Component of OCAP

3. The Guidance Counselor's Role

4. How to Utilize Resources in a Career Resource Center

5. Community Involvement in the OCAP Program

APPENDIX g

Teacher Exchange

file/5

March 9, 1977

Mr. Pasquale DiLego
Project Director
SPACC
Edmunds Junior High School
Burlington, Vermont 05401

Dear Pat:

Thanks for the courtesy and time your staff extended to Gary Lombard and Alan White, of King Philip Regional School, during their recent visit to your project. They both seemed to have enjoyed the opportunity to exchange ideas with members of your project and to see other ways of implementing career education.

I would welcome the opportunity to host people from your site in the future, and I hope this will be an ongoing activity among the Region I, Project D cluster projects for the duration of funding.

Good luck in your Federal evaluation and I hope we can get together again soon.

Sincerely yours,

Greg Martin
Institute for Career Research

GM/bjn

April 1, 1977

Ms. Susan E. Klaiber
Director
Project Bridges
Somersworth High School
Memorial Drive
Somersworth, New Hampshire 03878

Dear Susan:

Thanks for the courtesy and time your staff extended to Paul Fortunato and Ed Maloney, of King Philip Regional School, during their recent visit to your project. They both seemed to have enjoyed the opportunity to exchange ideas with members of your project and to see other ways of implementing career education.

I would welcome the opportunity to host people from your site in the future, and I hope this will be an ongoing activity among the Region I, Project D cluster projects for the duration of funding.

Good luck in your Federal evaluation and I hope we can get together again soon.

Sincerely yours,

Greg Martin
Institute for Career Research

GM/bjn

APPENDIX h

Evaluation Conference Participation

[illegible] County

EVALUATION CONFERENCE - NEW JERSEY
June 27-28, 1977

NOTES

Convince us we know what evaluation is about
Personnel Development 1st
CE is Universal Condition - Self-Renewal
Career - a process capable of comprehension
Technique as student
Evaluative Technique is an important student
Thinking while acting - (application of knowledge)
People can know and know while they do
Capacity of the individual for practicing in life

1. This alleged reform is supposed to be happening from the top (OE) down.

2. The OE insurance approach of evaluation -- (rev you up to over commitment.

3. Infusion - new life for self renewal.

4. When evaluating others we do not rob others of the opportunity to evaluate and improve themselves.

5. The careers are in people - we should lead them out.

6. A great deal of career in overcoming error not the experiences of success.

A developmental condition of controlling your life productively.

Human (JOP) Technical (TH)

Problems

Hands of administration tied
Unintended uses of evaluation reports
Seek individual decision, with intelligence which will result in creativity
Look byond standardized tests
Things are solidified temporarily at that point it is appropriate to evaluate
When we try to put experience in a concept we lose some of the experience

Problems (Continued)

Can we engender our internal processes of self evaluation
Let's not get into the trap of justifying our existence or expenditures
Self consciousness
We are trying to lead to helping students and hold ourselves accountable
Motivation for life
How can one improve without proof
In both error and success there is analyzable data
Need to have practical ways of application
    Content to process orientation
    To operationalize required change
Responsibility for evaluation of career education

Hansel & Gretal – breadcrumbs – data (Analogy)

Evaluation = Observing, Resulting in Perception, Conception and Acceptance

Compliance   Public

Perception – A Function of Examination Requires
- ... Standard or authority
- ... Statement of components to be evaluated
- ... Statement of decisions to be made
- ... Evidence of accomplishment

Comprehension   Personal

Conception, A Function of Perceptions Requires
- ... Intuition
- ... Activity grounded in perceptions and intuition
- ... Recycling
- ... Hierarchical restructuring

Influence   Transactional

Acceptance, a Function of Perceptions and Conceptions Requires
- ... Consistency...clarity...creditability
- ... Education with reflexive coherence

1. Process resident expert
2. Art Kroll "tool building engineer" (Analogy)
3. Paradox of evaluation information for decision making/accountability
4. An answer to the "demands" for accountability is simply not to give up the quest for better capabilities to prove our merit

   Theory as a tool to develop better practice

5. Greater emphasis on standardized tests, statistical evidence - the trend presents a danger of compliance overkill
6. An influence on formative and surative evaluations might be introduced into the rfp
7. Factors of success
8. Internalizing (for someone else)

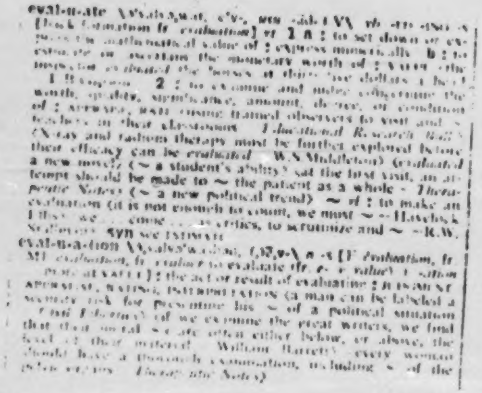
   The way you look at success and failure

Operational

Fail or Succeed and Not Know Why = Fail

Fail or Succeed and Know Why and Put Into Practice = Succeed

(Gregory Keppis - MIT Pross. Education-Arts vs Science) Book



educational
evaluation

decision
making

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The Purpose of Evaluation
Is Not to Prove
But to Improve

Phi Delta Kappa National Study
Committee on Evaluation

Daniel L. Stufflebeam (Committee Chairman)
The Ohio State University

Walter J. Foley
University of Iowa

William J. Gephart
Phi Delta Kappa

Egon G. Guba
Indiana University

Robert L. Hammond
Montana State University

Howard O. Merriman
Columbus, Ohio, Public Schools

Malcolm M. Provus
University of Virginia

Evaluation in Career Development Education*

David V. Tiedeman
Northern Illinois University

Outline

I. Orientation

- A. The place of evaluation in career development education
  - 1. The kinds of goals students elect in the development of their careers must arise from students themselves
  - 2. But we in education must not abandon fulfilling the needs of students in favor of satisfying only the desires of students
  - 3. It is therefore appropriate to hold those responsible for education accountable to the achievement or acceptable revisions of goals specified in concert by:
    - a. the students who are developing their careers; and
    - b. those who facilitate student development.
  - 4. Such expectations can be fulfilled if we enable understanding of the process of evaluation in both (a) students and (b) their developers simultaneously.
- B. Definition of "evaluation" (Webster's Third New International Dictionary)
- C. Purpose of evaluation (after Stufflebeam, et. al.)

II. Student collaboration in institutional decisions (excerpts from "Can a Machine Admit an Applicant to Continuing Education?")

III. Personal development as object in evaluation (excerpts from "A Person's-Eye View of Career Development Education")

IV. Structuring (excerpts from "An 'I' Power Primer")

- A. Structure and Its Enablement of Intuition
- B. Structuring Another's Responsibility into His or Her Action

V. Structuring evaluation in (excerpts from "Planning, Structuring, and Evaluating Practical Career Guidance for Integration by Noncollege-Bound Youths")

- A. Executive Summary
- B. Chapter 3

---

* For Five State Invitational Leadership Conference and Workshop on Career Education, Rutgers - The State University of New Jersey, New Brunswick, NJ, 27 June 1977.

Planning, Structuring, and Evaluating Practical Career Guidance for Integration by Noncollege-Bound Youths

Executive Summary

G. Brian Jones
David V. Tiedeman
Anita M. Mitchell
Waldemar R. Unruh
Carolyn B. Helliwell
Laurie H. Ganschow

c. A Planning, Structuring, and Evaluating Model for Integration of Practical Career Guidance by Noncollege-Bound Youths

There is no intent here to suggest that guidance services should become so systematized that the individual is lost. On the contrary, the usefulness of a model is at least partly determined by its utility in the production of alternative procedures for specific groups and individuals within any target population.

The following model has several essential ingredients consistent with the Stufflebeam et al., (1971) evaluation approach[1] which is designed to operate so that each phase provides feed-forward for the next phase and feedback for refinement of preceding phases.

1. C = context evaluation provides information for basic planning decisions involving characteristics of the general target area and population(s), general needs and goals statements, and desired outcomes.

2. I = input evaluation specifies information for structuring decisions related to the actual target population(s) or sample(s), alternative procedures for dealing with selected target groups, and criteria for program selection and evaluation.

3. P = process evaluation presents information for making implementation decisions regarding selected procedures and methods for evaluating them, schedule of activities, resources, and personnel to be used, and the method for collecting and analyzing process evaluation data.

---

[1] Stufflebeam et al., Educational Evaluation and Decision Making. Itasca, Illinois: Peacock Publishers, 1971.

4. P = product evaluation organizes information for proactive and reactive decisions based on cost-effectiveness and cost-efficiency evidence collected through summative evaluation.

While the CIPP evaluation approach provides the skeleton for structuring and evaluating a career guidance system, it does not include the substantive procedures for developing, implementing, evaluating, and revising all parts of such a system. This information is provided by a systematic model developed over the last five years by AIR. This model can be used to extend the CIPP approach. Resources and activities involved in applying this model are listed in terms of product and process objectives. Product objectives state the desired accomplishments of program planners. Process objectives state the planning activities that planners must conduct in order to bring about the results specified in each product objective. Four sections of objectives are presented; each section focuses on one of the four CIPP phases. Each section is briefly introduced by comments related to that approach. Summarized to the right of each set of objectives are aspects of selected career guidance, counseling, and placement programs that illustrate the objectives. Program planners might find these helpful in accomplishing their planning activities.

Seventeen product objectives form the framework of the planning-evaluation model presented. These objectives can be summarized by the following titles divided into the four CIPP phases. Each title is followed by the page numbers on which the corresponding product objective and its related process objectives are presented in the Final Report. This list should assist readers who wish to access a certain part of the planning model.

- Planning Decisions and Context Evaluation — Page 3-4

1. Definition of Purposes — Page 3-5
2. Designation of the Target Population(s) — Page 3-6
3. Assessment of Current Context and Programs — Page 3-8
4. Desired Outcome Assessment — Page 3-10
5. Identification of Needs — Page 3-13
6. Summary of Goal Statements and Student Outcomes — Page 3-14

- Structuring Decisions and Input Evaluation — Page 3-17

7. Specification of Each Program's Participants and Objectives to be Implemented Immediately — Page 3-18
8. Alternative Procedures for Helping Students Achieve Objectives — Page 3-20
9. Selection of Procedures for Each Program — Page 3-22
10. Preparation and Distribution of Summary for Each Program — Page 3-25

- Implementation Decisions and Process Evaluation — Page 3-26

11. Statement of Procedural Objectives and Implementation Strategies — Page 3-27
12. Documentation and Clearance of Field Test Evaluation, Schedule, and Costs — Page 3-30
13. Staff Selection and Competency Development — Page 3-31
14. Preparation of Field Test Site(s) — Page 3-33
15. Conducting Process Evaluations — Page 3-34

Proactive and Reactive Decisions and Product Evaluation Page 3-36
16. Conducting Product Evaluations of Cost-Effectiveness Page 3-37
17. Conducting Product Evaluations of Cost-Efficiency Page 3-39

The model stands as a blueprint for planning, structuring, evaluating, and revising interventions. The program design aspect of the model is described first and followed by suggestions of how the model can also be used to help individuals plan for and meet their own needs as follows:

1. Context evaluation in which the individual makes preliminary judgments about what he wants to achieve.

2. Input evaluation in which the individual specifies his objectives in detail, categorizing and ranking them as well.

3. Process evaluation in which the individual carries out his proposed activities judging his progress as he proceeds.

4. Product evaluation in which the individual applies the principles of summative evaluation in a feed-forward and feedback system to determine where he is going and what he achieved.

This process is the basic process in self-initiating, self-correcting, and self-motivating living. When each youth applies this model repeatedly and assiduously to his own decisions, he integrates practical career guidance, whether or not he is noncollege-bound. In this way. he becomes purposeful. When the individual and the process of purposeful action integrate and become one, the individual becomes master of himself and of his career. His career guidance, counseling, and placement programs have become individualized, personal, and capable of operation at will.

Kind, Name, and Location of Program	Program Content*			
	Instruction about Occupations	Repeated Educational and Occupational Choices	Instruction in Employability	Placement and Follow-up Services
Vocational Choice				
Career and Educational Planning - San Jose, California	1	2		
Career Guidance Program - Hood River, Oregon	1	2		
Computerized Vocational Information System - Villa Park, Illinois	1	1		
Guidance Program - Kimberly, Idaho	1	1		
Vocational Development				
Career Development Center - Fullerton, California	1	1		2
Developmental Career Guidance - Detroit, Michigan	1	1	1	2
Coordinated Vocational & Academic Education - Suwanee, Georgia	1	1	1	2
Employability Development				
Occupational Learning Center Program - Syracuse, New York		2	1	2
Youth Career Action Program - San Jose, California		2	1	1
Employability Development Team - Cleveland, Ohio		1	1	2
Placement and Follow-up				
Vocational-Technical Center and Placement Office - Adrian, Michigan	2		2	1
Job Development Program - Cleveland, Ohio			2	1
Placement and Follow-up Program - Baltimore, Maryland			2	1

*1 signifies primary emphasis; 2 signifies secondary emphasis.

APPENDIX i

OCAP Newsletters

MCOE

Project CAREER

ocap

(Occupational Competence Access Project)

UPDATE

King Philip Regional School

Lynn English High School

Vol. 1 No. 1

November, 1975

An Explanation of OCAP

The Occupational Competence Access Project (OCAP) is a federal research program, administered by a team from Project CAREER (a part of the Massachusetts Center for Occupational Education). The project involves a series of activities (instructional and guidance), all aimed at providing students with a comprehensive career development experience during school. This model for career exploration and skill development is being demonstrated at King Philip and Lynn English.

The purposes of the project are to assist students in becoming aware of careers, to help them in making decisions about careers, and to better prepare them for those careers. In the first stage of this three-year project, a group of teachers and counselors at each school will be involved with a targeted number of students, using both classroom and guidance resources. Curriculum materials, relating a variety of subjects to basic skills and career information, are presently being developed and soon will be utilized in the classrooms. Also, a Career Resource Center is being established in each school. The Centers will be equipped with a wide array of materials and information to be benefited from by all interested groups - students, teachers, administrators, parents, and the communities in general.

Project CAREER staff members will work with administrators, teachers, and counselors in a number of areas such as learning activities and utilizing resources. The team from Project CAREER includes:

John Post - Program Director
Gregory Martin - In-Service Training Coordinator
Richard Benner - Guidance Coordinator
Roni Posner - Information Coordinator

At King Philip, vocational (and related) instructors, academic instructors, and guidance personnel are working on OCAP activities. For this first year (OCAP will run for three years), those participating faculty members include:

Peter Berteletti
Ira Cass
Pat Chichetto
Gerry Desrosiers
Murray Drisco
Bob Geib
Arthur Hart
Bob Houde
Gerald Kamon
Dan Keleher
Ed Maloney
Everett Mangsen
George Meurling
William Moore
Al Nesti
Ron Ober
Dick Pierce
Nancy Santsaver
Judy Stenquist
Edgar Tonsignant
Joseph Voci
John Young

King Philip's "liaison person" to Project CAREER is John Robbins, Principal of the vocational school.

In Lynn, the OCAP participants include:

Fred Davis
Joe Gilhooley
Donna Hannaway
Matilda Setze
Alan Tattle
Bob Watson
Bob Zabeeb

Fred Cole, Federal Coordinator, and Bill Tenaglia, Occupational Education Coordinator, are also working closely with OCAP in connection with the total (grades 7-12) career education program now being developed throughout Lynn.

Further, in relation to that 7-12 effort, the objectives and activities of OCAP were presented in a week-long workshop (in August) to the members of the Lynn citywide Steering Committee for Career Education. Although OCAP involves only tenth graders at this point, the project is an integral part of the entire citywide plan. The Steering Committee members include:

David Irving (Vocational Jr.)
Sandra Licter (English)
Richard McGuinness (English)
John McManus (Breed Jr.)
John McWalters (English)
Charles Nugent (Eastern Jr.)
Gerald O'Brien (Eastern Jr.)
Robert Ryan (Breed Jr.)
David Starrett (Classical)
Alan Tattle (English)
William Tenaglia (Occ. Ed. Coordinat
Robert Watson (English)

During the second and third years of OCAP, the staff at each school will expand to involve other teachers and counselors interested in utilizing career education concepts and materials in their work with students.

OCAP Update is designed to communicate, to all interested parties, the specific activities and general progress of this project on a periodic basis. Any suggestions for information to be included in Update should be forwarded to OCAP at the Center.

Any questions or comments regarding OCAP, Project CAREER, and/or the Massachusetts Center for Occupational Education are invited and should be directed to any participants in the schools or to the OCAP office at the Center.

OCAP
Project CAREER
Massachusetts Center for Occupational Education
No. 2 Sun Life Park
Wellesley Hills, Massachusetts 02181
235-7020

MCOE **Project CAREER**

ocap

(Occupational Competence Access Project)

UPDATE

King Philip Regional School Lynn English High School

Vol. 1 No. 2 May, 1976

OCAP: A STUDENT PERSPECTIVE

Q. What is OCAP?

A. It's a high school program to help students become more aware of their assets, explore careers, make better career plans, and carry out those plans.

Two Lynn English High School students explore occupations in the school's Career Information Center.

Q. How does OCAP affect an individual student?

A. Through specific school activities that help me as a student answer the following questions:

1) What skills, interests and values do I have (SELF-AWARENESS)?
2) How can I explore career fields that will match my assets (CAREER EXPLORATION)?
3) How can I make and carry out better career decisions (DECIDING AND IMPLEMENTING)?

Q. What OCAP activities would help a student make better career plans?
A. Listed below are examples of student activities that are going on at Lynn English High School and King Philip Regional High School in Wrentham.

A) UNDERSTANDING MY ASSETS (SKILLS, INTERESTS AND VALUES)...

- I can (in class or with my counselor) do an OCAP activity that will help me name my most important skills - such as "mechanical", "scientific", "social". OCAP has a "Careers and Me" series for this purpose.

- I can do the same for my values (like "independence", "helping others", "money") and my interests (like "sports", "sewing", "plants", "baby-sitting").

Career Guidance Pac

King Philip Regional High School student is offered assistance by Diane Hayes, OCAP Career Information Center Coordinator.

- I can now describe how the kind of person I am is important to the type of career I choose (for example, if I'm good at mechanical things, like to help others, and am interested in cars, maybe I'd like to teach auto mechanics in a vocational school).

B) EXPLORING CAREERS...

- I can visit the Career Information Center (CIC) where OCAP has helped make available to me information on over 1,000 careers. At the CIC there is always someone there to help me (the CIC coordinator, my counselor, or my teacher).

Guidance counselor Dick Chandler (left) and principal Alvin Tagney help student explore careers in the Lynn English Career Information Center.

- At the CIC I can do a "Career Match", which helps me match my personality type to various career fields.

- In class my teachers will tell me about careers that relate to their subjects (like all the jobs that might use the English or math skills I'm learning).

- Bulletin board displays in the CIC and throughout the school will help me learn about new careers.

- In the CIC I will also learn about the availability and outlook for different occupations, both locally and nationally.

- Workers in the community will visit my classes to help describe specific careers.

- OCAP will also help me to find community people who will let me come visit them at their place of work.

C) DECIDING AND PLANNING ...

- OCAP will help me learn how to make better decisions for planning my life.

- With the help of my counselors and teachers, I will be able to use my OCAP career education experience to make better plans after high school - whether I go to college, get a job or go on to further training in a career field.

- THE GOAL OF OCAP IS TO HELP ME AS A STUDENT LEARN HOW TO TAKE THE RESPONSIBILITY FOR MY OWN LIFE/CAREER PLANNING - AND TO TEACH ME THE SKILLS I NEED TO CARRY OUT THESE PLANS.

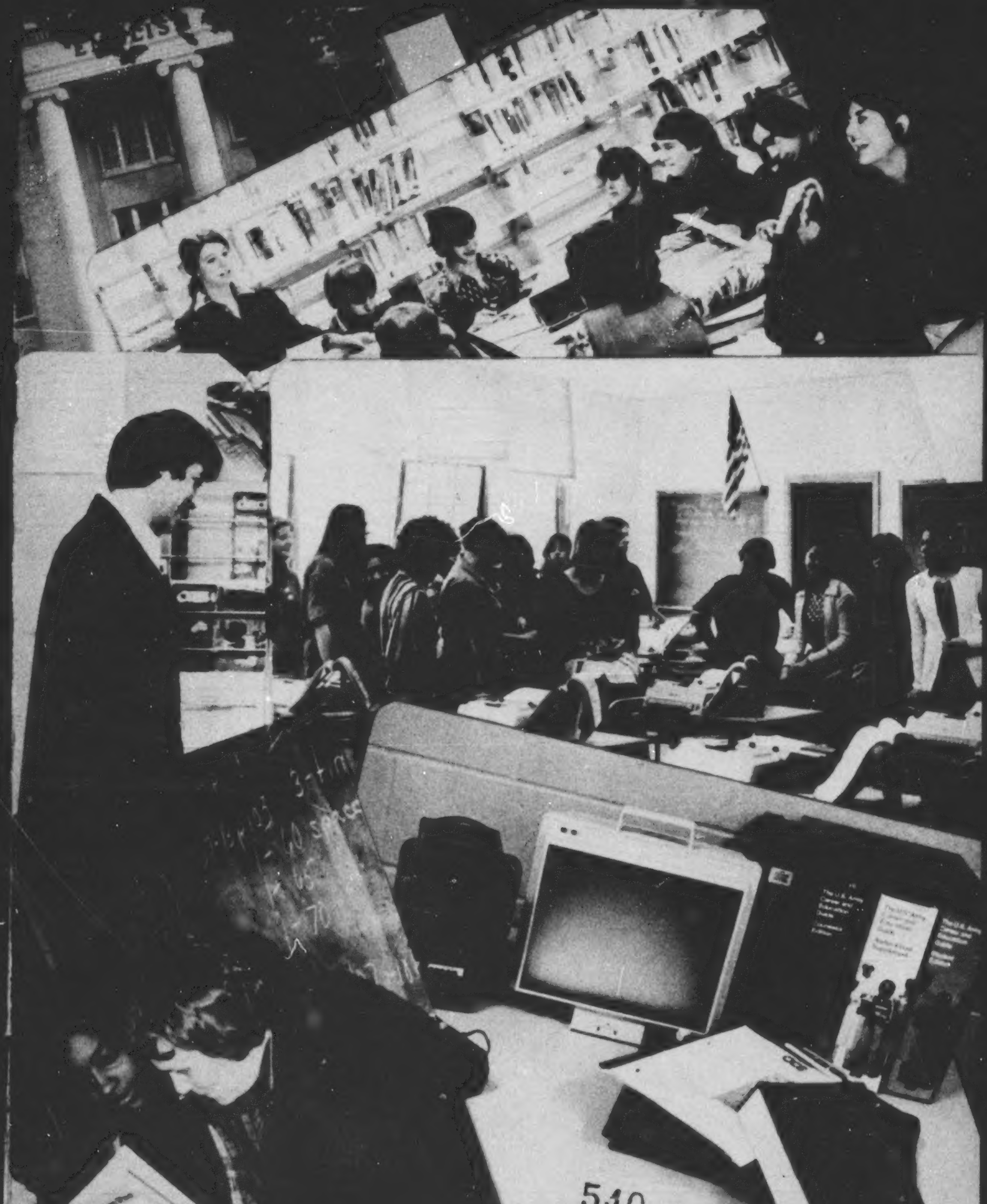
OCAP: A CAPSULE

OCAP (Occupational Competence Access Project) is a 3-year federal demonstration program administered by a team from the Massachusetts Center for Occupational Education.

OCAP is attempting to develop a comprehensive career education program at the high school level that can be replicated at other schools in the Commonwealth and throughout the U.S.

This model is being developed at two Massachusetts schools - English High School in Lynn and King Philip Regional High School in Wrentham. The former is in an industrial suburban community, while King Philip is in a rural-suburban area.

MCOE staff members involved in the OCAP program include: Dr. John Post, Program Director; Gregory Martin, In-Service Training Coordinator, Richard Benner, Guidance Coordinator, Monica Sullivan, Career Information Center Coordinator-Lynn, and Diane Hayes, Career Information Center Coordinator - King Philip.



Occupational Competence Access Project

Update Newsletter - December 1976

Lynn English CIC aides pictured here with Monica Sullivan — Wendy Cameron and Lisa Angelone

The CIC aides cut out and hang up want ads every day. They file, type, send away for information and they even show other students where materials are located. Sometimes they give advice about researching job fields to students who have never done this sort of thing before.

These girls have been working for me since I came to English last February. They enjoy this job immensely because they enjoy clerical activities, they enjoy working with people and they feel that they accomplish something by working in the CIC.

King Philip CIC aides pictured here — L to R: Robin Russell, Beth Consentino, Wendy Tomeo

Beth Constentino, Robin Russell, Sherry Widak, Laura Donnelly, and Wendy Tomeo are all part of the staff of the King Philip Career Center.

The students have been very helpful in organizing the activities in the center. Their job duties vary and change from day-to-day. The girls are mainly responsible for bulletin board displays, up-dating the career files, maintenance of the files, catalogs, and booklets. The students also assist other students in the use of career information.

NOTES FROM THE CIC – LYNN ENGLISH

CIC Coordinator Monica Sullivan and Friends

This year the Lynn English CIC has a new addition - the jobs and school resources bulletin board. It features the want ads from the Lynn Item every day, courses of study offered by various community and state colleges, special funding and scholarship information, and all sorts of post-secondary information. This year the CIC includes quite a bit of teacher-based information. Each subject area has information on it located in the CIC. I have a file on every subject area with copies of curriculum packages and references to other related materials located in the center.

Some of the newest additions in the CIC are:

Popeye Career Awareness Programs and
The "Real World" newspaper
King Features
235 E. 45th Street, New York, New York 10017

The Opportunity Series
(Boxes include 6 subject areas)
Time Share Corporation

Yellow Pages Career Library
National Association of Elementary School Principals
1801 North Moore Street, Arlington, Virginia 22209

The above materials can be used in any classroom as well as in the CIC.

NOTES FROM THE CIC – KING PHILIP

The Career Information Center at King Philip Regional High School is a center for activity. You may take an adventure and explore the world of careers. The information is categorized by classroom subjects, cluster areas, and specific career information.

On November 17, Sherri Widak, Jane Smith, Jane Rogers, Diane O'Brien, Patty Maduskuie, Derri Cooper, and Maureen McIntyre were given a chance to interview a registered Physical Therapist and participate in a demonstration of the use of the facilities. A brief description of how the equipment is used and the purpose of the therapy for the patients was given.

On November 30, a group of King Philip students from Miss Watremez classes attended the Boston National College Fair at the Hynes Auditorium in Boston. An individual Counseling and Career Information Center was established to assist students in planning their college career and to evaluate the materials provided by each college. In addition to general counseling, specialists represented:

Various Colleges
Educational Counseling
Financial Aid
Handicapped Students
High School Guidance
Massachusetts State Scholarship Program
Minority Organizations Black and Hispanic
Veterans

The conference was informative and helpful to the students. It was well worth the trip.

CIC Coordinator Diane Hayes at work

OCAP IN WRENTHAM

The goals of the OCAP staff at King Philip this year are to build upon our successful experiences of last year and to expand the program to King Philip - North.

During the summer a group of twenty King Philip staff participated in an intensive credit course offered by OCAP. The course dealt with applying the concepts of career education to practical in-school applications within academic, vocational, guidance, and administrative areas. The participants, as a result of their work in the course, developed plans and materials for utilization during the school year.

New this fall is the designation of two Career Educator Coordinator positions within the King Philip staff. The CEC at King Philip - North, is Tom Strickland, while at the high school it is John Robbins. The CEC's are responsible for assisting in the coordination of ongoing King Philip activities with the activities of OCAP.

Three major OCAP activities of interest to all King Philip staff this year are:

> The development of a community resource guide - to include the names of local businesses which are willing to provide guest speakers or accommodate field trips.
>
> Teacher exchange program with other New England Projects - to allow staff from diverse locations to share successes and problems.
>
> Expansion of the CIC to include more information relative to non-traditional female roles and more teacher activity resources.

OCAP IN LYNN

Thirty-one secondary school teachers and counselors from eight Lynn schools are taking a career education in-service course this fall offered by the OCAP staff.

With graduate credits given through Fitchburg State College, the course is designed to help participants understand the goals of career education and develop practical activities to try out in their classrooms.

Included in the course have been discussions on how Lynn schools can best meet student career development needs, as well as a class visit to Union Hospital to examine health careers.

School areas represented by the course participants include English, business, guidance, bilingual, social studies, sheet metal, science, physical education, French/Spanish, family living, typing, distributive education, math and music.

It is hoped that another introductory OCAP course can be offered in the spring. Details will be sent out to the schools in the near future.

OCAP Program Goes City-Wide:

While continuing to work extensively at English High School as the pilot school, the OCAP program also serves as a resource to the seven other public secondary schools in the city. On a city-wide basis, OCAP will help each of the seven schools set up a Career Information Center for use by students and faculty. The Lynn School Department is providing financial support for materials in the Centers.

Also, each school has named an OCAP liaison person to help coordinate the Career Information Center and get materials to interested teachers and counselors. The school personnel involved in these coordinating roles are:

Classical High School - Dick Sackowich
Lynn Vocational Technical Institute - Tom Connelly, Charlotte Brown, Jacqueline Floccher
Breed Junior High School - Nick Ciarlante
Cobbett Junior High School - Ken Britt
Eastern Junior High School - Dan Mosco
Pickering Junior High School - Charles Ruddock
Vocational Junior High School - Jack Cavanagh

From the program director's desk:

As OCAP nears the halfway point of its three-year funding, I am pleased to report that there are indeed many signs of a healthy exemplary program. In the brief time we have had together, fine working relationships have been developed at both sites. Support for the program from students to the administrators has been a key element in our success thus far. Those of us who have worked in funded projects before can attest to the fact that the initial phases are the hardest. Because of all the positive things that have happened so far, I am convinced that our cooperative effort is demonstrating the viability of the cluster-based approach to career education. As we start to disseminate the OCAP process to other schools in the coming year, I feel that we will be helping to meet the career needs of many students in the Commonwealth. Your efforts thus far are greatly appreciated.

Best wishes for the holidays and 1977.

By the way, we moved . . . . . to:

ACE
TRUCKING

INSTITUTE FOR CAREER RESEARCH
1399 Washington Street
Hanover, Mass. 02339

APPENDIX j

News Releases

y 21, 1976

Project Career

na Soucy, a senior at English High, discusses ssible career choices with Richard Chandler, her idance counselor, and Principal Alvin Tagney. Dina is one of 70 students participating in a pilot career exploration program, one of two experimental programs in the state.

English High program aids

students in career search

LYNN — Career education used to be inidental to the "big push" to get into college or usiness school.

Some high school and even college grads recall he extent of their career education was perusing amphlets on professions which they'd pick up n their way out of the guidance counselor's ffice.

A federal grant for some $100,000 has put the uestion of choosing a career at the forefront at nglish High with a pilot program involving nth grade students, teachers and guidance ounselors.

Lynn is the first suburban city and King Philip egional High, Wrentham, is the first town chool in Massachusetts to operate career exloration projects with a total of $171,818 adninistered by the Massachusetts Center for ccupational Education.

Project Career uses testing, counseling and

Project Career uses testing and counseling to etermine a student's talents, skills and inerests and channel them toward a profes- sional oal.

The program helps students analyze the job narket, prepares them for job interviews, advises students how to conduct a job search. "But, more importantly, we help students decide what ype of job they should be after. . . . and what ualifications they'll need for the career they're iming for," said Monica Sullivan, coordinator or he career information center located in the uidance office at English High.

The Career Education Center has hundreds of andbooks on trades and professions which utline qualifications provide job descriptions, iscuss salaries and benefits and offer eferences sources and cross indexes for further vestigation.

how to prepare yourself to job hunt, and how to land that certain position.

Sullivan says she's put students in touch with jockeys and horse trainers, engineers, lab technicians, and other professionals for job information gathered through either phone interviews or job site visits.

Although the project was launched for 70 tenth-graders picked randomly and tested for skills and interests Sullivan says she sees about 30 students daily.

"I'm not surprised that many seniors have no idea what they want to do with their lives when they graduate from English. Many are going on to college simply because they haven't decided on a career," she said

Students like Mary Lauzon visited the career center because she was confused about which tack her career should take. "I want to go into the medical profession, but I'm not sure whether I should study to be a doctor or a medical technician. Reviewing the material and talking to people in these professions will at least help me make up my mind."

Susan Doherty,a junior at English, says the information provided at the Project Career center "could be dug out by students themselves without the help of counselors or a federally funded program .. but most but many of us don't know where to look for the information. It's good to know its here if we need it," says Doherty who is "undecide about a career " but is majoring in business.

Philip Bennett, a junior who plans to be a pharmacist, says that while he hasn't availed himself of the career information provided by the center, "the program has value for students who don't know what they'-ll do after graduation.

Bennett, an amateur photographer developed

Testing and counseling are under the direction of Richard S. Benner of the state Center for Occupational Education.

Benner also conducts workshops for some 20 teachers on infusing career education and skill orientation in the study of academic subjects. Says Benner: "An important thrust of the program is to illustrate how an academic subject relates to a career. Teachers participating in Project Career are given the teaching tools and materials to help students relate the subject to its use one day in a profession or trade.

"For instance, a teacher tuned into the Project Career philosophy will emphasize the practical points of math or sciences how it can relate to careers' students might be contemplating or how they can be used as reference points, "

The program also arranges field trips for students to observe people at work in the business, medical and professional world or in trades. Project Careers counselors also arrange for speakers who discuss the demands "the job".

the pictures taken by another student. Bill Brennan, for the Project Careers newsletter. "Project Careers counselors also encourage students to develop their talents and hobbies such as photography which could develop into their profession. We provide information on the various ways a skill, such as taking pictures, could be used in the newsbusiness or in industry and private business," Sullivan added.

The funding has supplemented salaries for the teachers and guidance counselors participating in the program, paying them for attending workshops and after school sessions. The funds also purchased the reference materials.

Coordinators for Project Carreer said a team of evaluators will assess the probram before the application for second year funding is approved. The project, if successful, will be expanded to include junior high students and the format for the Lynn pilot program will serve as a model for comprehensive career education in high schools throughout the state and the country.-30-

"That's just what I'm looking for."

Kevin Franklin, right, had been seeking material about various professions and he liked what he found at English High's project Career center. Franklin and Richard Brazell stopped by to peruse books on vocations and chat with counselors in th school's first comprehensive career educati program.

King Philip's Distributive Education Clubs of America Students attended the District two Regional Conference in Hyannis, Massachusetts. The following students placed in their respective contest areas:

Chris Humphrey-first place-DECA Poster
Mike Cassidy-first place-Distribution manual
Kathy Jensen-second place-Advertising
Cheryl MacAdam-third place-fashion manual
Bob Wolfgang-third place- Service manual
Kenny Cooper-fourth place-sales demonstration
Patty Kelly-fourth place-Horse Care manual
Beth Field-Display evaluation

The following students also were in competitive events:

Seniors: Dave Gorham, Sheila Kelley, Dave Mowat, Allen Swallow, Dennis Watson

Juniors: Ray Callahan, Cindy Condon, Kathy Conners, MaryEllen Cornell, Phyllis Cox, Sue Provett, Glenn Glaye, Jackie Callahan, Cheryl Guyot, Kathy Kenerson

The eight place winners in the Regional Conference will be attending the State DECA Carrer Development Conference, March 19-21 in Chicopee, Mass., where they will compete with students from all over Mass.

First place winners in the National DECA Conference held in May in Chicago to compete with students on the National Level.

MR. LEPERE HEADS STUDENT ACTIVITIES

Students who want to run a fund raising event must see Mr. Lepere, the student activity director, and get an activity application. This application is so that not more than one club will have a bake sale or an activity on the same day. The activity application must be turned into Mr. Lepere at least two weeks in advance of the event, in order for it to be placed on the student activity calendar. The signature of the class/club president and the class/club advisor and the head custodian must be signed before submitting the form to Mr. Lepere.

The former AVA room across from the auditorium is now the student activity room. This room is now open 2nd and 7th period each day. A schedule will be posted on the door of the student activity room, for any other periods it will be open. This room is for students to pick up thier student activity application and submit it. Also students that have any suggestions for students activities can submit their suggestions there. Mr. Lepere plans to have a master calendar for the entire year so students will know wHat days are free for activities.

CAREER INFO CENTER LOCATED IN LIBRARY

Miss Diane Hiatt, Career Information Coordinator of the Career Information Center at KP, is the newest member of KP's faculty.

She is sending away for information on Junior Colleges, regular Colleges, Universities, ect. These materials will be filed in alphabetical order in the Career Resources Center.

Occupational Exploration kits will be available to all who are interested in them. Or kits are 4 pages of reading on a particular career.

Miss Hiatt's main job is to set up the center. She will set up information for teachers, part-time jobs for students, and other aspects of job interest. Books on writing resumes will be available for job seeking students.

Free hand-out information will eventually be available at the center. Career of the week and month programs may occur in the near future. Films and tapes will be in the center. Interviews with professional people, presentations by speakers may result in the near future.

Miss Hiatt is in the Career Information Center from 8am, to 4pm. So if you have any job related questions, don't hesitate to drop by the Media Center and see Miss Hiatt in the CIC section.

KP students learn about career options

By JANET KEANE
Sun Chronicle Correspondent

WRENTHAM – A new program at King Philip High School is spreading the word about career options.

Operating through a resource center at the library with a full-time coordinator, students visit the center or are reached through classroom presentations. Coordinator Diane Hayes estimates more than half the students have taken advantage of resource mateirals, while all ninth graders were introduced thorugh an orientation program.

The Occupational Competence Access Project, known as project career for short, is federally funded and run by a non-profit organization from Hanover. The Institute of Career Research received the grant of about $170,000 a year for three years. King Philip and Lynn Enlgish High School were chosen as pilot projects and the program is in the middle of its second year.

How does project career operate? A visit to the information center shows careers listed by subject or group, known as cluster areas. Materials with career data are available in files, pamphlets, filmstrips and two large books entitled Occupational Outlook, by the U.S. Dept. of Labor, and the Dictionary of Occupational Titles.

Career match

If students are uncertain which way to turn, Mrs. Hayes is there to direct them. A short career match test may be given, where students list their personal preferences as creative, realistic, social, enterprising, organizational or investigative. The scores are then matched to an extensive list of possible careers.

This reporter took the test, ranking highest under a list of creative careers including actor-actress, critic (reviewer), designer, interior decorator, editor, fashion illustrator, furniture designer, furrier, jewelry designer, radio program writer, womens' garment designer and writer.

Once a student has zeroed in on a field of interest, subject listings provide further career information, such as where to write for more job descriptions. Cluster groupings show career choices under headings such as community health, business, marine science, and special Science Research kits go a step further in showing what types of job duties, benefits, and responsibilities would be required.

Other information at the center includes college catalogues, the job interview process, and resources for teachers and counselors.

Acting vocational director John Robbins said the program should be integrated into classrooms without taking away from regular class time. He said an English teacher may ask students to write compositions on careers, allowing students to explore their ideas without disrupting the classroom schedule.

Mistaken impression

Robbins comments people still connect the word career to vocational and this is a mistake.

"It's a total concept which involves all students," he said.

Mrs. Hayes works closely with counselors and teachers and a special in-service program is set for Feb. 2. Around 70 teachers have taken special courses in integrating career education into the classroom, at Fitchburg State College. This was financed through their school contract at around $90 a course. Two teachers will participate in an exchange program in New Hampshire and Vermont schools.

The project received good marks when evaluated by federal officials last spring. They did suggest more people may be needed to run it. Mrs. Hayes is currently paid by the Institute.

Other offerings under project career include field trips and guest speakers. Students visited Wrentham State School and the Boston National College Fair. Mrs. Hayes plans to survey district residents to find people who are willing to talk about their careers.

One of the side benefits is that project career is reaching the junior high. Though originally planned only for a high school, Mrs. Hayes is sharing information with the junior high librarian and principal.

Career education strong point at KP

THIRD OF FOUR PARTS

By NED BRISTOL
and JANET KEANE

WRENTHAM

WRENTHAM – Career programs are the strong suit in King Philip regional High School's educational hand.

Vocational and business courses offer up to date equipment and in some cases on-the-job training. About half the student population is involved in career programs. When the new school addition is complete and more courses added, this could rise to 65 per cent. In addition, vocational exploratory programs will be introduced to eighth graders this year.

Ask business or vocational students what they will be doing after graduation and they can tell you. This sets them apart from many academic students. To help academic students to decide on a career, King Philip offers occupational education courses. There are programs in automotive repair and carpentry for non-vocational students to sample and at the same time learn a saleable skill, said acting vocational director John Robbins. Robbins would like to expand occupational education into more areas such as the electrical and machine shops.

Over the past four years, vocational enrollment has risen from 95 to more than 300 students. They study automotive, machines, carpentry, plumbing and electrical trades. When more courses open, students will be able to major in home economics and culinary arts.

Robbins terms the programs "Real life situations."

Unlike most vocational schools which are separate from academic schools, there is open enrollment for vocational courses at King Philip. Career tests are used as a guide, said Robbins, but students select their majors near the end of their freshman year. Students and teachers work closely together in making this decision, he said.

During their senior year, students participate in a cooperative work program. "The jobs are really an extension of classroom learning, and employers must be willing to help students along," Robbins says.

He keeps tabs on graduated students for five years and said around 95 per cent go right to work after King Philip, with the rest going on to college. Some have become vocational instructors and returned as substitutes.

On the other end of the school building is the business education department, also in the new addition. Department chairman [illegible] estimates 40 per cent of the student population takes at least two business courses. There are about 200 students in the program, with eight teachers carrying five classes each day.

Students learn typing, stenography, accounting, record keeping, office procedures, word processing, consumer and distributive education. Exploratory programs allow ninth graders to sample the entire curriculum.

Office simulation is a new course offered this year. For the first semester, students learn how to operate busines machines. During the second, they will set up an o
job assignments.
students are enrolle
class.

Ober said enroll
business educati
mushroomed over the
years. He sees e
possibilities in addin
experience program,
vanced accounting c
full-time coordinator
business skills cente
processing machin
munication equipmen
office simulation clas
exploratory program
junior high. In sh
business education pr
geared to grow.

See CAREER, Page

976

Career education at KP designed for success

Continued from Page 3.

Ober recently asked school committee members to consider making typing and consumer education a requirement for all students.

One of the advantages to career education is an opportunity to work with others in small groups. An offshoot of business education is the Office Education Assoc., a group of about 40 students. Each year they compete against other schools in a state competition, as well as hold their own social and service activities.

"It's a motivational thing – they work hard to qualify for competitions," comments business teacher Linda Pope.

There is another group of 44 juniors and seniors majoring in distributive education, known as DECA, or the Distributive Education Clubs of America. These students are enrolled in a program to study marketing and retailing careers.

DECA students compete against other schools in regional competitions. Last year, Elizabeth Field went on from a regional victory to win a state competition in window display for the second year in a row.

Junior DECA students run the school store, doing everything, from purchasing wholesale supplies to selling. Seniors get on-the-job training. Both classes take academic courses with business courses twice a day.

Distributive education teacher Robert Guillemette estimates half the students go on to a two- or four-year college for more business training, while the other half take fulltime jobs.

"They're an enthusiastic group – they take pride in what they do." he said.

Both vocational and business class areas and shops make up most of the new addition. The state pays for half of all instructors' salaries, materials, supplies and maintenance for vocational programs.

Students seem to slide easily into jobs after graduation. They may get positions with their co-op employers, and often businesses telephone the school for office help.

Superintendent William Costa sees career education growing at King Philip. With many courses to choose from, the latest equipment, the benefits of working in small groups and bright job prospects, King Philip appears to be doing well by its career-oriented students.

"It's one of the greatest things that's ever happened to this school," said Robbins.

By JIM PUTIS

A new class is being offered to English High udents this year. It is a course in journalism. signed to give students experience working on an ual newspaper. People taking the course are also members of the school newspaper, The Ad- ecate. Members of the class include: Sandra ssonnette, Paula D'Angelo, Sheila Donovan, ephen Hendrickson, Kathy Leonard, Paulette ynch, Erin Mahoney, Paul Miller, LeAnn Nault, avin O'Leary, Jim Putis, Mike Sachar, and Mike llivan. Advisor is Mrs. Barbara Ferguson.

• • •

To encourage school spirit and pride, the Student ouncil conducted a Red and Gray day on Friday, ept. 17. During both lunch periods English High ennants were sold. Price of the pennants was $1.50 r those wearing red and gray, but only $1 for those essed in red and gray.

• • •

The English High Math Team competes in the assachusetts Mathematics League. A new team is elected each month based on a qualifying test for that onth's categories. Any student taking math is elcome to try out.

• • •

The Skiing and Outing Club held an important eeting on Friday, Sept. 24. Plans for the coming ski eason were discussed. All students are welcome to in regardless of skiing ability.

English

The first meeting of the French Club was held on rsday, Sept. 16. A large turnout was reported.

• • •

Occupational Competence Access Project is a derally funded program being conducted for three ars. OCAP's function is to help students become ore aware of realistic career opportunities available them and to help them take advantage of these unities.

P is conducted in the English High guidance newest aid to students is the Job Resource oard which has a listing of employment s and daily want ads. During the year OCAP information concerning 15 major areas of ment. A new category is published on the approximately every two weeks. Interested should see Miss Monica Sullivan in the office for further details.

• • •

The Historical Touring Club is designed for any ent interested in visiting sights of historical ificance in the Lynn and Boston areas. The first eting took place on Wednesday, Sept. 22.

• • •

The Audio Visual Aid Club is an organization set for students interested in learning how to run movie rojectors and other Audio-Visual equipment. Interested students should see Mr. Swift or Mr. McHugh the third floor by the science office anytime during e day.

• • •

Library aides are needed. Any student who is rested should report to the library during their e time.

• • •

The 1976 Lynn English Golf Team has been elected. Members of the team include: Alan Barile, b Breslow, Rick Carrow co-captain; Mike Hamma, ke Fisher, Jim Lannon co-captain; Steve Lannon, ll Stinson; alternates are Rich Stinson and Teddy hite. John McManus is the coach.

• • •

10/2/76
Daily Evening Item

APPENDIX k

Eric Resource Listing

MEMORANDUM

TO: OCAP Teachers

FROM: Project CAREER

SUBJECT: Curriculum Development Resources

DATE: January 14, 1976

Attached are the results of a computerized search of the ERIC system to assist you in developing your curriculum along a skills or performance based orientation.

If after reviewing the abstracts of the documents you would like to receive a complete microfiche copy, simply fill out the attached order form and either mail it or give it to a Project CAREER staff member.

Thank you.

/kl

(Occupational Competence Access Project)

OCAP Related - Resource and Reference Materials

Table of Contents

Doc. No.	Title of Document
1.	An Introduction to Career Education: A USOE Policy Paper
2.	Grubb and Lazerson Article in Harvard Review - Council Rebuttal Feldman Article Hoyt Article
3.	Evaluation of Vocational Schools
4.	An Abstract From: An Analysis of Fifteen Occupational Clusters Identified by the United States Office of Education
5.	In Career Education; What's Job Clustering All About?
6.	Career Clusters: An Organizational Technique to Facilitate the Delivery of Career Education
7.	ERIC Resource Listing for Cluster Grouping
8.	Status of Occupational Cluster Curriculum Development Products
9.	ERIC Resource Listing for Integrating Career Education
10.	ERIC Resource Listing for Continuous Progress Plan
11.	Guideline for a Continuous Progress Program
12.	ERIC Resource Listing for Change Agents
13.	ERIC Resource Listing for Conflict Resolution-Conflict

(Occupational Competence Access Project)

Table of Contents (Continued)

Doc. No.	Title of Document
14.	ERIC Resource Listing for Research (Applied)
15.	ERIC Resource Listing for Task Analysis
16.	ERIC Resource Listing for Inservice Education - Inservice Programs
17.	ERIC Resource List for Basic Skills
18.	Individual Student Skill Inventory - Computerized Example
19.	ERIC Resource Listing for Criterion Referenced Tests
20.	The Student File System and the Prerequisite Learnings System
21.	ERIC Resource Listing for Carpentry (Mill)
22.	ERIC Resource Listing for Machine Tool Operators, Machine Tools Machinist, Machine Shop Education
23.	ERIC Resource Listing for Maintenance (Plant)
24.	ERIC Resource Listing for Manpower Needs/Utilization
25.	ERIC Resource Listing for Community Resources
26.	ERIC Resource Listing for Individualized Instruction
27.	ERIC Resource Listing for Performance Based Education

APPENDIX 1

Guidance Pac - Student Instructions

NOTE TO STUDENTS USING CAREER GUIDANCE PACS

Eventually, everyone asks themselves, "What am I going to be? What kind of a career would suit me best?" Planning a career raises many questions, but to get the right answers you must ask the correct questions. While exploring an occupation it would be helpful to ask yourself these questions:

-- What is actually done on the job?
-- What kind and level of education or training is required by the job?
-- Under what working conditions and physical demands would a job holder be expected to perform?
-- What abilities, interests, and aptitudes does the job require?
-- What is the future outlook for the occupation?
-- And, what other related job opportunities are available?

So, keeping these things in mind, go ahead, pick up a package and explore a career:

-- Select an occupation that interests you.
-- First, review the careerogram for this occupation and ask yourself if you have the necessary interest, aptitude, physical ability etc. to do this job someday.
-- Then, examine the task outline to see what work is done by someone in this job.
-- Look at other occupations in this package or other packages to see if there are similar types of requirements or work responsibilities in which you are interested.
-- Compare your current school programs with what you have found is needed for any of the occupations listed.
-- Use the information listed here to help your counselors, teachers, and parents understand what you are interested in learning.
-- Review the information about the occupation you are interested in to help you prepare for a job interview.

This information is only a starting point for exploring the world of work. For further information, see your guidance counselor, and he/she will supply you with additional resources.

APPENDIX m

Careers Releated to School Subjects

Occupational Competence Access Project

CAREERS RELATED
TO
SCHOOL SUBJECTS

Art and Music (Fine Arts)

High School	Hand Embroiderer Photographer Sign Painter Photo Technician Copy Writer Instrument Musician	Model Stage Hands Museum Guide Mannequin Colorer Show Card Writer Plaque Maker Craft Worker	Florist	
Special Career Training	Art Collector Cake Decorator Bon Bon Maker Motion Pictures (Video) Musician	Arranger Music Librarian Organist Pianist Violinist Accompanist	Dancer Tour Conductor Photolithographer Photograph Retoucher Draftsman	Architectural Draftsman Technical Illustrator Actor, Actress Greeting Card Illustrator
College	Fashion Designers Textile Designer Interior Decorator Sports Cartoonist Choreographer Dancing Master Cartoonist	Art Teacher Advertising Advertising Manager Fashion Illustrator Furniture Designer Jewelery Designer		
Advanced Study	Opera Singer Critic Actor Architect Composer Chorus Master Conductor	Choir Master Music Critic Concert Master Opera Singer Orchestrator	Museum Curators Historian (Dramatic) (Arts)	

Business, Office, and Computer

High School	Mail Clerk Receptionist File Clerk Posting Clerk Ledger Clerk Messenger Order Clerk Stock Clerk Shipping & Rec. Clerk	Accounting Clerk Computer Tech. Clerk Typist Varitypist Payroll Clerk Correspondence Clerk Bookkeeping Machine Operator Bookkeeper Cashier Stenographer Secretary Administrative Assistant Office Machine Operator	Clothing Salesperson	
Special Career Training	Bookkeeper Cashier Stenographer Secretary Administrative Asst. Office Machine Operator Keypunch Operator Junior Programmer	Technical Stenographer Public Stenographer Executive Secretary Accounting Teacher Console Operator Tape Librarian Office Manager		
College	Accountant Computer Analyst Senior Programmer Auditor Budget Analyst Computer Engineer Systems Analyst Computer Salesperson	Personnel Interviewer Data Processing Mgr. Consumer Planner		

Business, Office, and Computer (continued)

Advanced Study	Chief Accountant Comptroller Administrative Mgmt. Business Executive Personnel Director Chief Auditor	

Consumer and Homemaking

High School	Hostess Home Service Representative Waitress Kitchen Helper	Weaver Knitter Laundress Maid	Drycleaner Child Day Care Worker Head Waiter Upholsterer Garment Inspector	Hand Embroiderer Cake Decorator
Special Career Training	Decorator Furniture Designer Food Service Manager Baker	Cook Butcher Seamstress Tailor Dressmaker	Sewing Machine Operator Food Salesperson Meat & Dairy Inspector Interior Decorator	Women's Garment Designer
College	Home Economic Teacher	Designer Health and Welfare Coordinator Dietician	Economist Bacteriologist Research Analyst Quality Control Technician	Occupational Therapist Youth Group Advisor
Advanced Study	Extension Service Specialist	Food Chemist		

	English		
High School	Stenographer Book Binder Telegrapher Postal Worker Messenger (Office) Census Taker Show Card Writer	Linotype Operator Clerk/Typist Secretary (Executive)	
Special Career Training	Sales Manager Television Tech. Audio Systems Recorder Research Tech.	Printer Medical Secretary Legal Secretary Copy Writer Court Reporter Stenographer	
College	Playwright Editor Author Reporter Politician Scientist Counselor	Publisher Researcher Office Manager Sales Manager Market Specialist	
Advanced Study	Lawyer Advertising Mgr. Reporter of Indus. Publications Editor of Indus. Publications Teacher of Indus. Publicatins Writer of Indus. Publications	Astronomer Physicist Mathemetician Engineer	

Foreign Languages

High School	Clerical/Secretarial Hotel Worker Armed Forces Info. Aide Taxi Driver	Policeman/woman Courier Customs Inspector Immigration Inspector Traveling Companion	
Special Career Training	International Trade Tourist Industry Stewardess Fashion Buyer Foreign Service Worker Wireless Operator Broadcaster	Art Collector Air Ticket Agent Interpreter	
College	Foreign Correspondent Engineering Translator Media Teaching Health Professions Publishing	Writing Library Work Bank Work Importer Exporter Foreign Collection Clerk	
Advanced Study	Archaeologist Architect Engineer Pharmacist Col. Language Teacher Foreign Correspondent Opera Singer	Critic Missionary	

Mathematics

High School	Business & Office			
Special Career Training	Carpenter Dental Technician Plumber Broadcasting Tech. Construction Contractor Machinist Engineering Mechanic Surveyor Engineering Tec. Instrument Tech.	Tool & Die Maker Electronics Tech. Patternmaker Drafting Tech. Technical Illustrator Computer Tech. Model Maker Design Technician	Millwright Test Technician Machine Operator Communications Tech. Skilled Craftsperson Assembler Molder Fabrication Inspector	
College	Draftsman/woman Meteorologist Statistician Mechanical Engineer Teacher - Math Designer Actuary Economist Navigator Surveyor	Insurance Aerospace Tech. Anthropologist Geophysician Ceramic Engineer Metallurgist Geologist Cartographer Chemical Engineer	Mechanical Engineer Civil Engineer Petroleum Engineer Electrical Engineer Sanitary Engineer Marine Engineer Transporation Engineer Materials Engineer Industrial Engineer Mining Engineer	Safety Engineer Architectural Engineer Geophysical Engineer Construction Engineer Cartographer
Advanced Study	Physician Dentist Optometrist Research Engineer Group Engineer Operations Analyst Chief Engineer	Design Engineer Test Engineer Planning Engineer Production Engineer Operating Engineer		

Physical Education

High School		
Special Career Training	Lifeguard Sports Writer Professional Athlete Training Director Physical Therapist Referee	
College	Occupational Therapist Recreational Leader Coach Health Hygienist Health Teacher Campground Supervisor Physical Ed. Teacher	
Advanced Study	Community Recreation Supervisor Institutional Director	

	Science			
High School	Ambulance Driver Hospital Service Worker Orderly Ward Clerk Operating Room Tech. Admissions Clerk	Gardener Conservation Tech. Public Health Aide Chemical Tech. Sanitary Landfill Oper. Environmental Health Aide		
Special Career Training	Medical Assistant Laboratory Tech. Optician Practical Nurse Inhalation Therapist Dental Assistant Radiologic Tech. Medical Secretary Cytotechnologist Histologic Technician	Nurse's Aide Medical Equipment Tech. Computer Operator Biochemical Aides Anthropology Bio. Teacher Nursery Person	Lab Technician Fish & Wildlife Technician X-Ray Tech. Dental Hygienist Ecological Tech. Registered Nurse Health Hygenist Special Needs Technician Sanitary Aide	Speech & Hearing Tech. Medical Secretary Fish & Wildlife Tech. Water Treatment Tech.
College	Food Technologist Industrial Hygienist Physical Therapist Biochemist Sanitarian Public Health Engineer Nurse Medical Illustrator Medical Technologist Safety Engineer	Health Educator Physician's Asst. Food & Drug Inspector Research Specialist Navigator Pharmacist Land Reclamation Tech. Pollution Recylation Tech. Conservation Officer	Forestry Ranger Dietician Tree Surgeon Horticulturist Environmentalists Health Engineer Occupational Therapist Teacher Health Aide	Chiropractor Public Health Nurse Marine Biologist Urban Planner Park Naturalist Soil Scientist Agronomist Forester Demographer Fish & Game Warden
Advanced Study	Physician Dentist Podiatrist Optometrist	Hospital Administrator Optometrist Geneticist Meteorologist	Bacteriologist Immunologist Botonist Entomologist	Urologist Sociologist Public Health Physician Environmental Consultant

Science (continued)

Advanced Study	Veterinarian Public Health Admin. Rehabilitation Counselor Speech Pathologist Corrective Therapist Art/Music Therapist	Geophysicist Observer Veterinarian Atomic Phycist Biochemist Zoology Veterinarian	Medical Surgeon Physician Osteopath Pathologist Processing Engineer Social Worker	

		Social Studies		
High School	Truck Driver Foreign Clerk Foreign Collection Clerk Importer Exporter Armed Forces	City Bus Driver Tour Guide Hunting and Fishing Guide		
Special Career Training	Law Clerk Travel Bureau Manager Tax Collector Page	Policeman/woman		
College	Interpreter Translator Foreign Service Worker Researcher	Justice of the Peace Parole Officer		
Advanced Study	Curator Diplomat Tour Conductor Commercial Attache Archaeologist	Navigator City Agent Politician Ambassador Judges	Lawyers Sociologist News Commentator Reporter	

APPENDIX n

Community Resource Directory - Lynn

Appendix 6

M E M O

TO: RICK BENNER

FROM: MONICA SULLIVAN

RE: SCHOOLS AND AGENCIES IN LYNN WHICH PROVIDE JOB EXPERIENCES (OR REFER STUDENTS TO AGENCIES WHICH DO) FOR SCHOOL AGE YOUTH (14-18)

1. COURT RESOURCE PROGRAM
   19 Sutton St.
   Lynn, Mass.

   Refers students to other agencies.

2. EDUCATIONAL OPPORTUNITY CENTER
   7 Central Square
   Lynn, Mass.

   Provides educational counseling, financial aid, tutoring and career planning.

3. CETA, a division of
   LYNN ECONOMIC OPPORTUNITIES
   37 Green St.
   Lynn, Mass.

   Provides job placement for low income students.

4. Project COPE
   117 N. Common St.
   Lynn, Mass. 01901

   Refers problem drug cases to Reach Out School

5. REACH OUT ALTERNATIVE SCHOOL
   112 Exchange St.
   Lynn, Mass. 01901

   Provides job exposure to some students.

6. SECOND CHANCE ALTERNATIVE SCHOOL
   55 Lynnshore Dr.
   Lynn, Mass.

   Provides job exposure for some students

7. OPERATION BOOTSTRAP
P.O. Box 389
c/o Reach Out Alternative School
112 Exchange St.
Lynn, Mass. 01901

Law Enforcement Administration funding. Provide jobs mostly for Court resources

8. RENT-A-KID
DIVISION OF EMPLOYMENT SECURITY
52 Market St.
Lynn, Mass.

Together with help for Lynn Item and WLYN, provides job experiences for about 50 fourteen to twenty-year-olds presently, although over 200 are registered.

9. GIRLS CLUB
Carol Burns, Advisor

Helps obtain job for girls who belong

10. LYNN YOUTH RESOURCE BUREAU
1 Market St.
Lynn, Mass.

Helps a select number of students find jobs.

APPENDIX o

Appendices Related to Staff Development

COMPUTER ASSISTED RESEARCH FOR EDUCATIONAL RELEVANCE

301 north main street — randolph, massachusetts 02368 — (617) 963-8653

Vincent P. Lamo
Director

AGENDA

Thursday, October 2, 1975
Occupational Competence Access Program
King Philip Guidance Counselors

Introduction	Rick Benner
Overview and Tour of Massachusetts Center for Occupational Education	Roni Posner
Occupational Competence Access Program Guidance Component - Next Steps	Rick Benner
Curriculum Component of Occupational Competence Access Program	Greg Martin

PARAPROFESSIONAL TRAINING PROGRAM

COURSE OBJECTIVES

1. Each paraprofessional will learn how to set up the physical plant.

2. Each paraprofessional will establish operating procedures for her/his CIC for use by students, teachers and counselors.

3. Each paraprofessional will learn how to establish channels of communication with students, teachers and counselors by publicizing the CIC and it's services.

4. Each paraprofessional will learn how to develop the CIC into more than a repository of written information. This would include developing career exploration activities, career placement activities and career preparation activities.

5. Each paraprofessional will learn how to help teachers to obtain resources that help them to relate their subject areas to various occupations.

6. Each paraprofessional will learn how to orient a class to the CIC.

Training Components

Day 1

("Career Match", . "Values")

Orientation:

Background of Career Education
Background of OCAP
Think about job description
Think about goals

Paraprofessionals take "Career Match" and "Values"
Rick and I orient a mock class

Day 2

(CIC manual)

Organizational Skills:

Cataloging and organizing existing career information
Ordering free and low cost information
Arranging bulletin boards
Developing familiarity with materials and equipment suitable for the CIC and understanding the procedures to be followed when obtaining them
Audio-visuals

Day 3

Student and Community Activities:

Teacher, counselor and administrative relations
Publicity:
Establishing regular pattern for publicizing materials, activities and events
a. career of the week
b. cluster of the month
c. department meetings
d. exhibits
e. mini-classrooms
f. workshops (women, minorities)
g. career games

Establish regular classroom program of orientation to the CIC

Testing- familiarity with the Harrington-O'Shea

Community Resources- list of community agencies and their functions-people to contact

Speakers program- forms, idea, job bank, role for next year (mention North Shore Internships)

Day 4

Meet with school representatives to finalize job description and goals for remainder of school year

Evaluation techniques

Goal

Discussion concerning responsibility (who reports to whom)

Individual budget analysis

Linker introduce person on Monday

Day 5

Sharing of goals

Finalize budgets, loose ends concerning remainder of school year

Summary of workshop

Paraprofessional Training Program

Handouts:

Course objectives
Job description
2 pages of descriptions of community agencies
Addition to Bibliography for jr. high
Northeast Reg. Center free rental film form
CIC newsletter
CIC order form
Request for speaker forms
Speaker Information Sheet
Speaker Evaluation Form
"Careers and Me"
"The CIC - An Inexpensive Alternative"

Day 1

Orientation:

Rick gave background of career education and brief background of OCAP
Passed out job description
Passed out course objectives and related #6 to day 1
Passed out "Careers & Me" and asked them to fill out all of them - took surveys after they finished
All activities worked well

Day 2

Organizational Skills:

Related #1,2,4 course objectives to work today
Passed out CIC manual

Showed them the Bennett Filing System and let each one file a piece of information

Showed them how to order free information

Showed them budgets of Jr. Highs and Classical High as they are at the present time (what has been ordered, what needs to be ordered).

Showed them teacher files

Let them look through a bankers box full of publisher's catalogs

Gave them free time to brouse in the CIC so that they could discover what types of materials would be best in their settings.

Showed them how to use audio-visuals , passed out forms for ordering free rental audio-visuals from state and gave them a list of the audio-visuals that I have.

All activities worked well.

Day 3

Student and Community Activities:

Reviewed course objectives
Talked about public relations regarding teachers, counselors, students and administrators.
Discussed establishing a regular pattern for publicizing materials.

a) Career of the week
b) Cluster of the month
c) Department meetings
d) Exhibits
e) Mini - classrooms
f) Workshops (women minorities)
g) Career games

Discussed establishing a regular pattern for orienting students to the CIC (classroom visits).

Discussed the Harrington - O'Shea what groups it has been used on, etc.

Discussed community resources - passed out a list of specific community agencies.

Passed out list of speaker resource sheets - follow - up - what has been developed by me so far.

Community resource's section did not appeal.

Day 4

Reviewed course objectives

Met with school representatives in order to discuss what has taken place in the schools thus far and in order to discuss what needs to happen in the future.

Discussed specific evaluation techniques.

*Linkers and aides spent time reviewing budgets.
*This meeting should have been scheduled earlier in the week because meeting the linkers alleviated quite a bit of the aides' tensions.

Day 5

Summary:

Reviewed goals & objectives once more
Shared plans they had made for setting up CIC's
Tried to clear up any loose ends concerning budgets
Wrote an evaluation of the workshop

Most of the sections during the workshop were well received. The only day that was not as popular was day 3 (publicity, community, etc.). I feel that this day should have come after the aides met their linkers because they had too many unresolved questions about setting up the CIC's to be able to deal with the publicity effectively.

I definitely recommend another workshop later in the summer in order to discuss publicity techniques, operational strategies, etc.

CAREER EDUCATION PROGRAM
AT LYNN ENGLISH HIGH SCHOOL

A group of teachers and counselors at Lynn English High are working with a team of researchers (curriculum specialists) from the Massachusetts Center for Occupational Education on a federal research project in career education. Activities will involve the development of instructional and guidance materials, all designed to put more career information into the classrooms and throughout the school.

The classroom teachers are using the resources available from Project CAREER, (a state-wide resource agency in education). These resources include information about occupations such as necessary skills, educational requirements, physical demands, etc. An attempt will be made to connect the academic concepts being taught (in math, science, language, social studies, etc.) to the activities which people perform on the job. The idea behind career education is to link school learning to work "out in the world".

In the guidance area, a Career Resource Center will be set up. This Center will contain additional information about the requirements of occupations and how to best prepare for them. A major effort will be made in guidance to help students to be able to make better, more realistic decisions about the kinds of things they might like to do, and what they have the ability for doing, in the future.

The project, entitled "Occupational Competence Access Project" (OCAP) now involves eight teachers and one guidance counselor. That number will expand, during the three-years of the project, to involve many more faculty members who are interested in improving their curriculum through career education.

Interested groups in Lynn (educators, parents, employers, and the community in general) will be kept up-to-date on the activities and progress of OCAP through periodic news articles and a newsletter entitled "OCAP Update".

(Occupational Competence Access Project)

AGENDA

OCAP - King Philip Regional School - North

Curriculum Day Workshop

Wednesday, October 20, 1976 1:00 to 2:30 p.m.

General Introduction of OCAP, OCAP Staff and Workshop Activities and Topics

An In-Class Career Awareness Activity for All Students

How to Set Up a CIC

How to Utilize a CIC

Career Resource Materials for Specific Academic Subject Matter

(Occupational Competence Access Project)

OCAP/King Philip Regional School

Curriculum Day Workshop

LOCATION: King Philip High School
Auditorium

DATE: Wednesday, April 6, 1977

TIME: 1:00 p.m. - 2:30 p.m.

AGENDA

1. Effects and Causes of Sex Stereotyping
2. Examples
3. Women in Technology - Pathways to the Future
4. Questions and Answers

Dr. Diane Rudnick
Department Head
Social Studies and Humanities
Wentworth Institute
Boston, Massachusetts

(Occupational Competence Access Project)

Workshop Evaluation

1. Your role (teacher, counselor, coordinator):

2. Your level (junior high school, high school):

3. Describe the most critical career development needs for your:

   a. general students

   b. female students

   c. minority students

3. What was your overall opinion of the workshop?

Not Very Useful				Very Useful
1	2	3	4	5

4. What was the most helpful thing about the workshop?

5. What would you have changed about the workshop?

6. IMPORTANT. We hope to use your answers to this question to help compile a "how to do it" document to assist other teachers/counselors. Please answer as thoroughly as you can.

How can teachers specifically help general, female and minority students? (Please indicate in your answers which group you're referring to.)

a. Become aware of their talents/skills:

b. Expand their career options:

c. Decide on post-secondary training/college:

d. Relate my subject area to the world of work:

6. Continued

e. Learn how to find a job that suits their talents and needs:

7. What could the Lynn School System do (system-wide) to help meet the career development needs of these students?

NEW ENGLAND
REGION I PART D
PROJECT CONFERENCE

January 26 - 28, 1977
Waterville Valley, New Hampshire

HOST PROJECT
Project Bridges
Somersworth, New Hampshire
Susan Klaiber, Director

AGENDA

Wednesday	January 26, 1977	
6:00 - 7:00 P.M.	Informal attitude adjustment hour at the Silver Squirrel Inn	
Thursday	January 27, 1977	
8:30 - 9:00 A.M.	Conference Registration at the Four Ways Restaurant	
9:00 - 9:30 A.M.	Welcoming and Introductions	Susan Klaiber
9:30 - 10:00 A.M.	Project Evaluation	Matt Cardoza
10:00 - 10:30 A.M.	Coffee	
10:30 - 12:00 Noon	Group Sessions	
	A. Project Management	Ken Franks
	B. Resource Utilization	Mike Cummings
	. Guidance Strategies	Rick Benner
	. Community Strategies	Greg Martin
	. Curriculum Strategies	Glen Neifing
	. Dissemination Strategies	Louise Sharples
12:00 - 1:00 P.M.	Buffet Lunch	
1:00 - 2:00 P.M.	Group Sessions	
	B. Continued	
	C. Cluster Based Career Education	Susan Klaiber
	D. Futurism and Career Development	Pat DiLego
6:00 - 7:00 P.M.	Informal adjustment hour at the Silver Squirrel Inn	

Friday	January 28, 1977	
9:00 - 10:00 A.M.	Recap of Group Sessions	Susan Klaiber
10:00 - 10:30 A.M.	Coffee	
10:30 - 11:30 A.M.	Experience Based Career Education Panel Discussion	EBCE Staff Members
11:30 - 12:00 Noon	Conference Wrap-up	Susan Klaiber

Part D Directors Conference
Evaluation Form

Massachusetts Center for Occupational Evaluation

Directions: Circle the number which reflects your opinion on each evaluation item.

1. To what extent did the conference help to familiarize you with other Part D exemplary projects in Region 1?

   Little — Greatly
   1 2 3 4 5

2. Do you feel that the conference format gave you a chance to make inputs and share ideas?

   No — Yes
   1 2 3 4 5

3. How much progress was made as a result of this conference toward establishing better future communications among the states/projects in Region I?

   Slight — Substantial
   1 2 3 4 5

4. What is your feeling on the conference environment (accomodations, organization, meals, creature comforts)?

   Poor — Excellent
   1 2 3 4 5

5. What is your bottom line judgement of the conference as a whole?

   Blah — Super
   1 2 3 4 5

Comments (Negative/Positive)

Jo [illegible]

Institute for Career Research
1399 Washington Street
Hanover, MA 02339
617-826-8361

February 15, 1978

Mr. Richard Sachowich
Classical High School
33 North Common Street
Lynn, Massachusetts 01903

Dear Dick:

This letter is to confirm that the Occupational Competence Access Project will assume the cost for four substitute days at the contracted rate in Lynn, in order for you to participate in the U. S. Army's career opportunities program. I request that the substitute be selected and paid according to normal procedures, and that the Occupational Competence Access Project be billed for total substitute costs.

The program appears to be one of great benefit to the Lynn students, and as such I would appreciate your sharing the experience during a brief meeting with the Career Information Center Aides and Career Education Team Leaders at a convenient time.

If any questions or problems should arise concerning the above arrangement, please contact me.

Very truly yours,

Greg Martin

May 1 – 4, 1978

Greg Martin
Senior Project Manager

cc: Mr. Jahns
Mr. Conlon

GM/bjn

WORKPLAN

1. Fifteen (15) Inservice Workshops will be conducted with the Title I CIC staff of the above mentioned schools. Each staff will consists of one professional level teacher/manager and one para professional aide. Each workshop will be two(2) hours duration. The workshops will be conducted from November, 1977 through April, 1978.

   Workshop Topics:

   a. Introduction to the Career Information Center concept and its possibilities.
   b. Needs Assessment: Why we need a CIC and what have we accomplished that will help its function.
   c. Goal setting
   d. Identifying and assessing resources
   e. Screening materials and acquiring resources
   f. Planning and budgeting for CIC activities
   g. Activities of the Career Information Center
   h. Action Planning
   i. Developing Roles
   j. Processing and following student progress
   k. Evaluations
   l. Follow ups

2. An average of one and one half technical assistance visits per week will be provided to the CIC staff during the period from October, 1977 through June, 1978. These interactions with the staff will serve to assist them in the implementation of produres and activities learned in the inservice workshops. During the technical assistance, problems will be dealt with and positive reinforcement of appropriate activities will insure success of the program. The technical assistance site visits will be conducted during school hours to facilitate problem solving during actual application.

69th Annual Vocational Convention

Anaheim, California
December 5-10, 1975

Program and Notes

Theme: Reaching Out Through Vocational Education

The AV Journal carries in this issue a brief summary of the convention programs planned for the AVA convention in Anaheim in December. Program chairpersons have spent a great deal of time and effort in putting this year's convention together.

Everyone is urged to register as soon as possible after arrival, since admittance to meetings and exhibits will be by badge only. Registration will open at 8:00 a.m. on Friday in the Anaheim Convention Center.

Committee Meetings

Friday, December 5
9:00 a.m.-5:00 p.m. AVA General Committees
9:00 a.m.-5:00 p.m. AVA Divisional and Regional Policy Committees (Committees will also meet at other times)

General Sessions

Saturday, December 6
10:30 a.m.-noon Opening General Session
2:00 p.m. First Assembly of Delegates Meeting in the Anaheim Convention Center. Presiding: Victor Van Hook, President. Routine reports of the association will be presented during this meeting. A number of proposed resolutions will be discussed at that time. Delegates, as well as any AVA member, will have the opportunity to discuss any proposed resolutions and to contribute any additional concepts.

Sunday, December 7
9:00-9:45 a.m. AVA Worship Service
5:00-7:00 p.m. President's Open House honoring President Van Hook

Tuesday, December 9
8:00 p.m. AVA Entertainment and SHIP Program

Wednesday, December 10
9:00 a.m. Second Assembly of Delegates Meeting in the Anaheim Convention Center. Presiding: AVA President Van Hook. The Nominating Committee will make its report, and action will be taken on amendments to the bylaws and resolutions.

Regional Meetings

Each of the five regions of AVA will have a meeting beginning at 9:00 a.m. on Monday, December 8.

Division Programs

Administration

Friday, December 5
9:00 a.m.-5:00 p.m. Joint Meeting NCLA Executive Committee and Regional Directors and Policy Committee.

Saturday, December 6
8:30-10:00 a.m. Joint Meeting—NCLA and Administration. First General Session. Topic I: The Relationship Between the National Council on Vocational Education and Local Administrators of Vocational Education. Topic II: The Relationship Between State Councils on Vocational Education and Local Administrators of Vocational Education
2:00-4:00 p.m. Joint Meeting—NCLA and Administration. Second General Session. Topic I: Career and Occupational Development Assessment. Topic II: Instructor/Administration In-Service Education
4:00-5:00 p.m. NCLA Business Meeting
7:00-10:00 p.m. Attitude Adjustment Hours—Joint Divisional Sponsorship

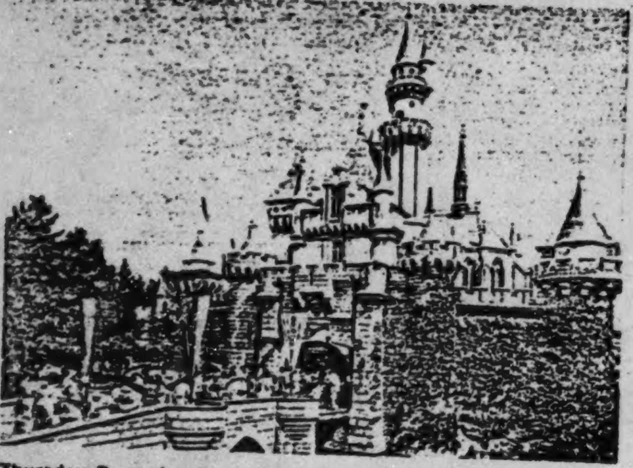
Sunday, December 7
8:30-10:00 a.m. NCLA Breakfast Meeting for State Association Presidents, Executive Committee and Regional Directors
2:00-4:00 p.m. Division attends other Divisional meetings.

Monday, December 8
12:00-1:30 p.m. NCLA Luncheon
2:00-4:00 p.m. NCLA Executive Committee Officers and Regional Directors Meeting

Tuesday, December 9
9:00-11:30 a.m. Joint Meeting—NCLA and Administration. Business Meeting and Third General Session. Topic I: You Can Do Something About It. Topic II: The Ohio Vocational Leadership Development Program
2:00-4:30 p.m. Joint Meeting—NCLA and Administration. Fourth General Session. Topic I: The Local Administrator in Public Relations. Topic II: Higher Education Cooperates with HIRE Education. Topic III: Professional Membership in AVA and State Vocational Associations.

Agricultural Education

Wednesday, December 3
8:30 a.m. NVATA Executive Committee Meeting
1:00 p.m. NVATA Executive Committee Meeting
7:00 p.m. NVATA Executive Committee Meeting



Thursday, December 4
8:30 a.m. NVATA Executive Committee Meeting
1:00 p.m. NVATA Executive Committee Meeting
7:00 p.m. NVATA Executive Committee Meeting

Friday, December 5
9:00 a.m.-5:00 p.m. Policy Committee Meeting
2:00-5:00 p.m. AATEA Executive Committee Meeting
2:00-5:00 p.m. NASAE Executive Committee Meeting
2:00-5:00 p.m. National Agricultural Competency Committee Meeting
5:00-7:00 p.m. Nominating Committee Meeting
6:00-10:00 p.m. AATEA Journal Editing-Managing Board Meeting
7:00-10:00 p.m. AATEA Executive Committee Meeting
7:00-10:00 p.m. NASAE Executive Committee Meeting
8:30-9:30 p.m. NVATA Resolutions Committee Meeting

Saturday, December 6
8:00-8:30 a.m. NVATA Publicity Committee Meeting
8:30-10:00 a.m. AATEA and NASAE Joint Session
9:00-10:15 a.m. NVATA First General Session
1:15-3:15 p.m. First General Session
3:15-5:30 p.m. NVATA First Regional Meetings
3:15-5:30 p.m. AATEA Business Meeting
6:00-10:00 p.m. Agricultural Education Magazine Editing-Managing Board Meeting
7:00-9:00 p.m. NVATA Resolutions Committee Meeting

Sunday, December 7
7:00-8:30 a.m. NVATA Harvestore Breakfast
10:00 a.m.-12:00 noon NVATA Second General Session
1:00-3:30 p.m. NVATA Second Regional Meetings
1:30-3:30 p.m. AATEA Meeting
1:30-3:30 p.m. NASAE Meeting
3:30-5:30 p.m. Postsecondary Meeting
7:00-9:00 p.m. NVATA State Presidents' Dinner
9:00-11:00 p.m. NVATA Resolutions Committee Meeting

Monday, December 8
8:00-9:00 a.m. Resolutions Committee Meeting
12:30-7:30 p.m. Tour
8:00-10:00 p.m. Standing Committee Meetings
8:00-10:00 p.m. Resolutions Committee Meeting

Tuesday, December 9
7:00-9:00 a.m. NVATA Breakfast
7:00-9:00 a.m. AATEA Breakfast
7:00-9:00 a.m. NASAE Breakfast
9:15-11:00 a.m. NVATA Final Session
9:15-11:00 a.m. AATEA Final Session
9:15-11:00 a.m. NASAE Final Session
12:30-2:00 p.m. Business Meeting
2:15-4:30 p.m. General Meeting
4:45-5:45 p.m. Policy Committee Meeting
6:00-7:45 p.m. NVATA Past Officers' Dinner

Wednesday, December 10
8:30-10:30 a.m. Final Session and Program

Business and Office Education

Friday, December 5
9:00-10:00 a.m. FBLA-PBL National Board of Directors Meeting
9:00 a.m.-5:00 p.m. Policy Committee Meeting
5:00-7:00 p.m. OEA National Board of Directors Meeting
7:30-10:00 p.m. Policy Committee Meeting

Saturday, December 6
7:30-8:30 a.m. NASBE Executive Board Breakfast
8:30-10:00 a.m. CEBOE Executive Board Breakfast
9:00-10:00 a.m. OEA National Board of Directors Meeting
12:00 noon-1:30 p.m. NASBE Luncheon. Topic: Building Accountability into the Business Education Curriculum
12:15-1:15 p.m. NASSBOE Luncheon
1:00-5:00 p.m. FBLA-PBL National Board of Directors Meeting
2:00-5:00 p.m. General Meeting
4:00-5:00 p.m. NATEBOE Executive Board Meeting
6:30-7:30 p.m. National FBLA-PBL President's Reception

Sunday, December 7
9:00-11:30 a.m. NASSBOE Business Meeting
9:00-10:00 a.m. NATEBOE Business Meeting
9:00-9:45 a.m. CEBOE Business Meeting
10:00-11:30 a.m. CEBOE General Meeting. Three roundtable discussions: Minority, Handicapped, Disadvantaged
10:15-11:30 a.m. NATEBOE General Meeting. Topic: Creativity Development in Business Teacher Education
12:00 noon-1:30 p.m. NASSBOE Luncheon. Topic: Computerized Transcription and Its Future Effects on Business and Office Education
12:00 noon-1:30 p.m. CEBOE Luncheon
2:00-5:00 p.m. NATEBOE General Meeting. Competency Based Teacher Education (Panel and Open Discussion)
2:00-5:00 p.m. NASBE General Meeting. Topic I: Accountability through Teacher Evaluation; Topic II: Performance Testing and Competency Based Instruction in Business Education
2:00-5:00 p.m. NASSBOE General Meeting. Topics: Metric Measurement—It Does Affect Business Education; Business Education: The New Challenge to Publishers; Comparative Shorthand Systems
7:00-9:00 p.m. NATEBOE General Meeting. Crucial Issues in Business Teacher Education—What? Why? How?
7:00-9:00 p.m. NASSBOE Dinner Meeting
7:30-9:00 p.m. OEA Advisors Meeting

Monday, December 8
12:00 noon-1:30 p.m. NATEBOE Luncheon. Topic: Business Education in 1984
11:45 a.m.-1:45 p.m. NASSBOE Luncheon
2:00-5:00 p.m. General Meeting
7:30-9:30 p.m. CEBOE Roundtable Discussions

Tuesday, December 9
8:00 a.m. Buffet Awards Breakfast
9:00-11:30 a.m. Business Meeting
12:00 noon-1:30 p.m. Delta Pi Epsilon Luncheon
2:00-3:15 p.m. CEBOE General Meeting. Topic: Youth Clubs
2:00-5:00 p.m. NATEBOE General Meeting. Word Processing—Special Programs and Simulations
2:00-5:00 p.m. NASSBOE General Meeting. Part I: A Plan for Teaching Data Processing to Business and Office Education Students; Part II: Leadership for Greater Emphasis in Typewriting; Part III: Project Invest—Update, A Success Story in Business Simulation

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Distributive Education

Friday, December 5
9:00 a.m.-5:00 p.m. Policy Committee Meeting
7:00-10:00 p.m. NASSDE Executive Board Meeting. NADET Executive Board Meeting. CDTE Executive Board Meeting

Saturday, December 6
8:00-10:00 a.m. Affiliated Executive Boards Dutch Treat Breakfast
8:30-10:00 a.m. Committee Meetings
2:00-3:15 p.m. General Session. Topic: Do Your DE Students Measure Up?
3:30-5:15 p.m. Workshops (Select two: 3:30-4:15, 4:30-5:15)
(a) Developing a 5-year Planning Model. (b) Program Assessment. (c) Models for Measuring Up.
5:30-7:00 p.m. DE Dutch Hospitality Hour

Sunday, December 7
7:00-8:30 a.m. Annual Hospitality—Education Breakfast—National Restaurant Association and American Hotel/Motel Association
8:30-10:00 a.m. Professional Meetings Affiliated Organizations NADET, NASSDE, CDTE, NADELS
8:30-10:00 a.m. NMAC Business Meeting
10:15-11:30 a.m. Workshops. (a) NMAC Open Forum. (b) DE In the Rural Areas. (c) Competency Based Teacher Education
11:45 a.m.-1:30 p.m. Chain Store Reception and Brunch
1:45-3:30 p.m. DECA, Inc., Annual Meeting
1:45-3:30 p.m. State Presidents of Distributive Education Associations
3:45-5:30 p.m. Workshops (Select two: 3:45-4:30, 4:45-5:30) (a) Competency Based Competitive Events. (b) TBA (Secondary Division of DECA). (c) TBA (Junior Collegiate Division of DECA). (d) TBA DECA. (e) Alternative Delivery System for Adult DE

Monday, December 8
12 noon-1:30 p.m. DE Luncheon
2:00-5:00 p.m. Focus on the Levels. Workshops (Select three: 2:00-2:45, 3:00-3:45, 4:00-4:45) (a) Marketing Orientation and Exploration in the Middle Schools/Junior Highs. (b) Innovative Programs and Practices at the Secondary Level. (c) Focus on the Specialties in Postsecondary DE. (d) For Adults Only. (e) Non-Pay Occupational Experience

Tuesday, December 9
9:00-11:30 a.m. Business Meeting
1:30-3:30 p.m. Business Meetings of Affiliated Organizations NASSDE, NADET, CDTE, NADELS
3:35-5:00 p.m. General Session. Topic: Alternative Unification Models
5:30-7:00 p.m. DE Dutch Attitudinal Adjustment Hour

Wednesday, December 10
9:00-10:30 a.m. Action Research

Guidance

Friday, December 5

9:00 a.m.-5:00 p.m. Policy Committee Meeting

7:00-8:30 p.m. General Meeting Topic: National Career Guidance Workshop Results

Saturday, December 6

9:00-10:00 a.m. General Meeting Topic: Legislative Views of Career Guidance

2:00-3:15 p.m. General Meeting Topic: Foundations of Career Guidance

3:30-5:00 p.m. Interest Sections: Elementary Interest Section—Topic I. Career Education through Multi-Experience Centers—A Plan for the Exceptional Child's Career Preparation; Middle/Junior High Interest Section—Topics: I. Work Exploration at the Junior High; II. Middle School Career Education; III. Developing Junior High Programs; Secondary/Postsecondary Interest Section—Topic I. Implementing Change in Career Guidance; Placement and Follow-up Interest Section—Topics: I. Development of a Career Guidance Master Plan for a Large School District; II. Organization and Implementation of State, Regional, and Local Placement Models in the State of Michigan; III. New Developments in Vocational Guidance in Developing Countries.

7:00-9:00 p.m. Business Meeting—Interest Sections

Sunday, December 7

10:00-11:30 a.m. Interest Sections—Elementary Interest Section—Topics: I. Bread and Butterflies—The Need for In-Service; Middle/Junior High Interest Section—Topics: I. Junior High In-Service Needs; II Develop a Resource Center for your School; III. Preparing the Teacher for Career Exploration; Secondary/Postsecondary Interest Section—Topic I. Career Guidance—A Tested Model for Delivery; Placement and Follow-up: An Ongoing Program; II. A Job Placement Evaluation Model: A Review of a Cooperative School—Base Placement Project; III. Teaching Job-Seeking, Job Keeping Skills in a Total Placement Effort

2:00-3:15 p.m. Special Interest Session—Topics: I. Career Education Systems with Characters from Peanuts; II. Placement: Overview—Placement Follow-up System

3:30-5:00 p.m. Special Interest Session—Topics: I. Career Development for Students with Special Needs; II. K through University Articulated Follow-up Program, or, The Role of the Chamber of Commerce and Local Placement Efforts

Monday, December 8

2:00-3:15 p.m. Special Interest Session—Topics: I. Developing Occupational Information Systems; II. Career Assistance and Placement Service: A Comprehensive Approach for Community College and High School

3:30-5:00 p.m. Special Interest Session—Topics: I. The Interface of Exploratory Roles; II. Project AHEAD (Army Help for Education and Development) U.S. Army Career and Education Information Center

Tuesday, December 9

9:00-11:30 a.m. General Session—Business Meeting

12:00 noon-1:30 p.m. Luncheon

2:00-3:15 p.m. Special Interest Session—Topics: I. A Demonstration of Educational Innovation; II. A State Assessment of Career Guidance Service

3:30-5:00 p.m. Special Interest Session—Topic: I. Higher Education Preparing for Career Education; II. Career Decision Making and Planning

Wednesday, December 10

9:00-12:00 noon General Session—Tour

9:00-11:30 a.m. Placement and Follow-up Interest Session—Topics: I. Northwest Community College Placement Association; II. Follow-up: So What? Uses of Follow-up Information

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Health Occupations

Friday, December 5

9:00-11:30 a.m. Policy Committee Meeting

Saturday, December 6

8:30-10:00 a.m. Sponsored Breakfast and Informational Division Business Meeting

2:00-5:00 p.m. First General Session. Theme: Outreach Articulation— Panel Presentations; Discussion Groups

7:00-9:00 p.m. Attitude Adjustment Hour, Joint Divisional Sponsorship

Sunday, December 7

7:00-8:30 a.m. Annual Hospitality—Education Breakfast—National Restaurant Association and American Hotel/Motel Association

9:00-11:30 a.m. Special Interest Group Meetings, Theme: Major Issues and Concerns—Panel Presentation, Discussion Groups

2:00-3:30 p.m. Career Fair, Part I. Theme: Innovative Health Programs—Teachers and Students; Live Demonstrations

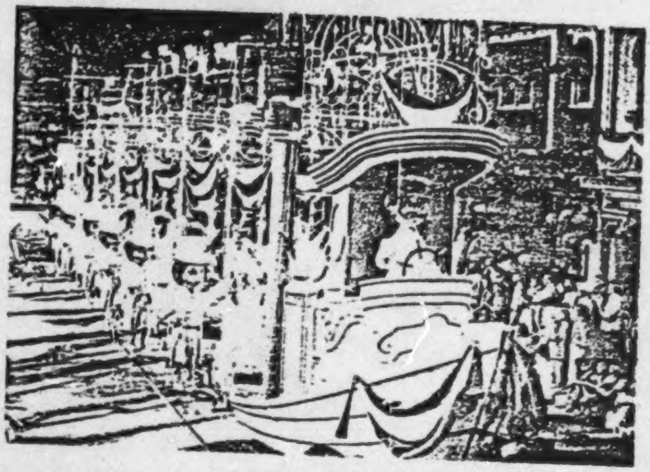
3:45-5:00 p.m. Career Fair, Part II. Theme: Specialty Offerings—Teaching Health Occupations Specialists

Monday, December 8

12:00-1:30 p.m. Division Luncheon—guest speaker

2:00-3:25 p.m. Second General Session, Part I. Theme: Urban Health Occupations Programming— Panel Presentations, Discussion Groups

3:45-5:00 p.m. Second General Session, Part II. Theme: Rural Health Occupations Programming—Panel Discussion; Discussion Groups



7:00-9:00 p.m. Informal Social Hour

Tuesday, December 9

9:00-11:30 a.m. Division Business Meeting

2:00-5:00 p.m. Third General Session. Theme: Leadership Development Through Health Occupations Student Organization—Panel Discussion, Audience Participation

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Home Economics

Friday, December 5

9:00 a.m.-5:00 p.m. Policy Committee Meeting

5:00-6:00 p.m. Division and Affiliated Associations' Registration

5:00-6:00 p.m. Executive Committees of Affiliated Associations

Saturday, December 6

7:15-8:15 a.m. Division and Affiliated Associations' Registration

8:15-10:00 a.m. Division Research and Evaluation Session. Theme: Educational Thrusts to the Future—A Strategy for Helping Disadvantaged Cooperative Home Economics Students Adjust to the World of Work, Development of Validated Materials for Teaching the Metric System, The Home as a Learning Environment, Identification of Established Family Policies with Implications for Adult Education

1:00-5:00 p.m. Division and Affiliated Associations' Registration

1:15-2:00 p.m. National Association of Vocational Home Economics Teachers' Business Meeting

2:00-5:00 p.m. General Meeting. Keynote Address: Issues and Trends Affecting Home Economics to the 1980's. Association Action Panel—How do you see the Issues and Trends Affecting the Activities of Your Association Members? NASSHE, NALSHE, NATEHE, NAVHET, Representative—Postsecondary Home Economics Educators: Cross Talks

5:00-7:00 p.m. Christmas Reception for All Home Economics Division Members, Courtesy of J.C. Penney Co., Inc.

Sunday, December 7

7:00-8:30 a.m. Annual Hospitality-Education Breakfast—National Restaurant Association and American Hotel/Motel Association

8:00-9:00 a.m. Division and Affiliated Associations' Registration

9:00-10:15 a.m. Joint Meeting of National Association of State Supervisors of Home Economics and National Association of Local Supervisors of Home Economics. Theme: Legislation and You

9:00-11:00 a.m. National Association of Teacher Educators of Home Economics General Meeting. Theme: Home Economics in the Women's Movement

9:00-11:30 a.m. National Association of Vocational Home Economics Teachers Business Meeting

9:00-11:00 a.m. Postsecondary Home Economics Educators Organizational Meeting

10:30-11:30 a.m. National Association of State Supervisors of Home Economics General Meeting. Theme: FHA/HERO Reaches Out

10:15-11:30 a.m. National Association of Local Supervisors of Home Economics General Meeting

11:00 a.m.-12:15 p.m. Division and Affiliated Associations' Registration

2:00-5:00 p.m. National Association of State Supervisors of Home Economics General Meeting. Theme: Reach out to Evaluate; Business Meeting

2:00-5:00 p.m. National Association of Local Supervisors of Home Economics General Meeting. Theme I: Implications of Career Education for Local Programs of Vocational Home Economics; Theme II: Leadership for Change; Business Meeting

2:00-5:00 p.m. National Association of Teacher Educators of Home Economics General Meeting. Theme: Vocational Home Economics Teachers—Prepared for a Comprehensive Program?; Business Meeting

2:00-5:00 p.m. National Association of Vocational Home Economics Teachers General Meeting

2:00-5:00 p.m. Postsecondary Home Economics Educators General Meeting. Theme: Postsecondary Education—Challenge for Today and Tomorrow; Business Meeting

Monday, December 8

7:00-8:30 a.m. National Association of Vocational Home Economics Teachers Awards Breakfast

8:00-9:00 a.m. Division and Affiliated Associations' Registration

12:00 noon-1:30 p.m. Luncheon Courtesy of Coats and Clark, Inc., and McCall Pattern Co.

2:00-5:00 p.m. Tours

Tuesday, December 9

7:00-8:30 a.m. Home Economics Education Association and AVA Home Economics Division Breakfast

8:00-9:00 a.m. Division and Affiliated Associations' Registration

9:00-11:30 a.m. Business Meeting

10:00-10:30 a.m. Coffee Hour, Courtesy of Institute of Life Insurance

12:00 noon-3:30 p.m. Luncheon and Meeting. Luncheon: Honor for Service Recognition, FORECAST Awards, Graduate Fellowship. Meeting Theme: My Bag and Home Economics

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Industrial Arts

Friday, December 5

9:00 a.m.-5:00 p.m. Policy Committee Meeting

2:00-5:00 p.m. Subcommittee Meetings

7:00-9:00 p.m. Policy Committee & Subcommittee Meetings

Saturday, December 6

9:00-10:00 a.m. Policy Committee Meeting

2:00-5:00 p.m. First General Meeting. Part I: Role of Career Education and Implications for Industrial Arts; Part II. How to Communicate with Legislative Leaders; Part III: Current Status of Industrial Arts and Federal Legislation

2:00-5:00 p.m. Joint Meeting of NAITTE and Technical Education Division

7:00-9:00 p.m. NAITTE Business Meeting

Sunday, December 7

7:30-9:30 a.m. Epsilon Pi Tau Breakfast Meeting

9:30-11:30 a.m. Joint Meeting NAITTE and Trade and Industrial Research Council

10:00-11:30 a.m. Second General Meeting. Theme: The Increasing Role of Women in Industrial Arts—An Action-Participation Program; Subthemes: Funny, Sad, and Other Attitudes, Three Types of Men, Legal Aspects and Sexism, How to Recruit Women into Programs

12:00 noon-1:30 p.m. NAITTE Executive Committee Meeting

2:00-5:00 p.m. Third General Meeting. Joint with Trade and Industrial and Industrial Arts Divisions and NAITTE. Theme: Cooperation—Industrial Arts and Trade and Industrial Education

Monday, December 8

10:00 a.m.-12:00 noon NAITTE Editorial Board

12:00 noon-1:30 p.m. NAITTE Executive Committee Meeting

2:00-5:00 p.m. Fourth General Meeting. Part I: Industrial Arts Program Development with VEA Money; Part II: Use of Advisory Committees in Industrial Arts; Part III: Making the ERIC Clearing House in Career Education Work for You

Tuesday, December 9

7:00-8:30 a.m. Joint Breakfast of Industrial Arts and Trade and Industrial Divisions and NAITTE

9:00-11:30 a.m. Business Meeting

9:00-11:00 a.m. NAITTE Executive Committee Meeting

2:00-5:00 p.m. Fifth General Meeting with Group Meetings and Short Talks

2:00-5:00 p.m. Joint Meeting of Trade and Industrial Division and NAITTE

Manpower

Friday, December 5

9:00 a.m.-5:00 p.m. Policy Committee Meeting

1:30-3:30 p.m. National Training Association Board of Directors Meeting

4:00-5:00 p.m. Executive Meeting of the Skill Center Directors Association and Co-Chairmen of the State Supervisors Association

Saturday, December 6

8:30-10:00 a.m. Skill Center Directors and State Supervisors Association Joint Meeting

2:00-5:00 p.m. First General Meeting—Indian Culture Awareness presentations

7:00-9:00 p.m. Attitude Adjustment Hour—Joint Divisional Sponsorship

Sunday, December 7

2:00-5:00 p.m. Second General Meeting—Spanish Speaking Culture Awareness presentations

Monday, December 8

2:00-5:00 p.m. Third General Meeting—Black Culture Awareness presentations

7:00-8:30 p.m. Reception and Hospitality Hour

Tuesday, December 9

9:00-11:30 a.m. Manpower Divisional and National Manpower Training Association Business Meeting

12:00 noon-1:30 p.m. Luncheon

2:00-5:00 p.m. Fourth General Meeting—Model Programs for Public Offenders under CETA

New and Related Services

Friday, December 5

9:00 a.m.-5:00 p.m. Policy Committee Meeting

Saturday, December 6

2:00-5:00 p.m. General Division Meeting. Theme: Cooperative Linkages and Projects with Business, Industry, and Education

7:00-9:00 p.m. Attitude Adjustment Hour—Joint Divisional Sponsorship

Tuesday, December 9

9:00-10:00 a.m. General Division Business Meeting

10:00-11:30 a.m. General Division Meeting. Theme: The Impact of Validation: Implications for Research, Professional Development, Instructional Materials, and Special Needs

Research Section

Saturday, December 6

9:00-10:15 a.m. Symposium: The Wilms' Study on the Effectiveness of Vocational Education

Sunday, December 7

9:00-11:30 a.m. Recent Doctoral Research in Vocational Education

2:00-3:30 p.m. AVERA Business Meeting and Presidential Address

3:30-5:00 p.m. Symposium: Research Focus on Ethnic Minorities in Vocational Education

Monday, December 8

2:00-5:00 p.m. Reports of Research: The Process of Vocational Education

Tuesday, December 9

2:00-5:00 p.m. Symposium: The Utility of Vocational Education R & D Products

Wednesday, December 10

9:00-11:30 a.m. Reports of Research: The Outcomes of Vocational Education

Personnel Development Section

Saturday, December 6

9:00-10:15 a.m. General Meeting. Topic: Perspective on Personnel Development after Seven Years

Sunday, December 7

2:00-5:00 p.m. General Meeting and Business Meeting. Topic I: Assessment of Higher Education's Capacity to Develop Vocational Education Personnel; Topic II: Higher Education's Response to Identified Personnel Development Needs

Special Needs Section

Saturday, December 6

7:00-8:30 a.m. Executive Breakfast—National Association Vocational Education—Special Needs Personnel

9:00-10:15 a.m. Task Force Reports

Sunday, December 7

7:00-8:30 a.m. State Special Needs Directors Breakfast Meeting

9:00-11:30 a.m. General Meeting. Topic I: Assisted Integrations of the Special Education/Handicapped Student in a Vocational Technical High School; Topic II: J.I.V.E. Program (Job Innovations through Vocational Education); Topic III: Custodial Training Program, Basic Skills Remedial Program; Topic IV: Where Are We Going: Hearing Impaired, Special Needs, and Vocational Education

2:00-5:00 p.m. General Meeting. Topic I: Health Occupations for Special Needs Client; Topic II: Integration of Severely Multiple-Handicapped in a Prevocational and Vocational Setting; Topic III: How the 3Rs Fit Into the World of Work; Topic IV: Work Sample Evaluation Systems

Monday, December 8

11:30 a.m.-2:00 p.m. Luncheon Meeting and Election of Officers

2:00-3:00 p.m. General Meeting—Keynote Address

3:00-5:00 p.m. General Meeting. Topic I: The Status of Vocational Education in Corrections; Topic II: A Comprehensive Evaluation Assessment and Training Program for Those with Special Needs; Topic III: Developing Comprehensive Competitive Employment Services for the Severely Handicapped; Topic IV: Project L.E.A.P. (Learning Experience Assessment Program)

5:30-7:30 p.m. National Association Special Needs Personnel Reception

Tuesday, December 9

2:00-5:00 p.m. General Meeting. Topic I: Vocational Evaluation for Special Needs Students; Topic II: Forum for Goal Establishment, Vocational Education in Correctional Institutions; Topic III: The Development of Special Facilities for Special Needs Students; Topic IV: Implementation and Diffusion of Innovative Special Vocational Programs

Vocational Instructional Materials Section

Saturday, December 6

9:00-10:00 a.m. General Meeting. Topic: The Best Instructional Material is a Self Concept

Sunday, December 7

10:00 a.m.-12:00 noon General Meeting. Topic I: Curriculum Development—Vehicle for Program Improvement; Topic II: Metric Education Instructional Materials for Vocational, Technical, and Adult Education

Tuesday, December 9

2:00-5:00 p.m. Business Meeting

Technical Education

Friday, December 5

9:00 a.m.-5:00 p.m. Policy Committee Meeting

2:00-5:00 p.m. ATEA Regional Representatives Meeting—Members Only

7:00-9:00 p.m. ATEA Board of Trustees Meeting—Members Only

Saturday, December 6

9:00-10:00 a.m. First General Session. Topic I: Welcome to California. Topic II: Modernized Instructional Packaging in Technical Education.

2:00-3:30 p.m. Second General Session—Joint Meeting with NAITTE. Topic I: Innovation Planning Techniques for Technical Education Facilities. Topic II: An Articulated Program of Career Development Education

3:45-5:00 p.m. Second General Session—Joint Meeting with NAITTE. Topic III: Competency Based Technical Teacher Education. Topic IV: Clarifying the Method for Preparing Effective Technical Instructors

7:00-9:00 p.m. Attitude Adjustment Hour

Sunday, December 7

10:00-11:30 a.m. Third General Session. Topic I: Articulation with Secondary Schools. Topic II: Articulation of Auto Mechanics Program from Secondary to Postsecondary.

2:00-3:00 p.m. Fourth General Session. Topic I: Study on Two Year College Presidents

3:30-5:00 p.m. Fourth General Session. Topic II. Business Technology Faces the Articulation Problem

7:00-9:00 p.m. Fifth General Session. Topic I: Electrical Technology Co-op. Topic II: Exploratory Career Education for Postsecondary Education

Monday, December 8

2:00-5:00 p.m. Sixth General Session. Tour of Los Angeles Trade Technical College

7:00-9:00 p.m. Seventh General Session. Topic I. Unique Vocational Programs for Slow Learners

Tuesday, December 9

9:00-11:30 a.m. Business Meeting

2:00-3:30 p.m. Eighth General Session. Topic I: A Model for Planning Energy Management

3:45-5:00 p.m. Eighth General Session. Topic II: Innovations at the National Technical Institute for the Deaf

Trade and Industrial

Friday, December 5

9:00 a.m.-5:00 p.m. Policy Committee Meeting

12:00 noon-1:30 p.m. National Association of Industrial Technical Teacher Educators Executive Committee Meeting

8:00-10:00 p.m. First General Meeting. Theme: Labor and Management—Partners in Trade and Industrial Education

Saturday, December 6

7:00-8:00 a.m. National Occupational Competency Testing Institute Board of Trustees and Executive Council Breakfast

8:00-9:00 a.m. National Occupational Competency Testing Institute Executive Council Meeting

8:00-9:00 a.m. Iota Lambda Sigma Past Presidents' Breakfast

9:00-10:00 a.m. Second General Meeting. Theme: Projecting Trade and Industrial Education into the Twenty-First Century

1:00-3:00 p.m. Iota Lambda Sigma National Advisory Council Meeting

2:00-3:00 p.m. Women's Section Business Meeting

2:00-5:00 p.m. National Association of Industrial Technical Teacher Educators Joint Meeting with Technical Education Division

2:00-5:00 p.m. MVA-AVA Industry Planning Council Meeting

2:00-3:00 p.m. National Association of State Supervisors of Trade and Industrial Education-Vocational Industrial Clubs of America Corporation Meeting

3:00-5:00 p.m. Vocational Industrial Clubs of America Board Meeting

5:00-7:00 p.m. National Association for Trade and Industrial Education Board Dinner Meeting

7:00-10:00 p.m. National Association of Trade and Industrial Instructors Executive Board Meeting

7:00-9:00 p.m. National Association of Industrial Technical Teacher Educators Business Meeting

Sunday, December 7

7:00-8:30 a.m. Annual Hospitality-Education Breakfast—National Restaurant Association and American Hotel/Motel Association

7:00-8:00 a.m. National Occupational Competency Testing Institute Consortium Breakfast

8:00-9:30 a.m. National Occupational Competency Testing Institute Administrative Board Meeting

9:30-11:30 a.m. Trade and Industrial Research Council Joint Meeting with National Association of Industrial Teacher Educators

10:00 a.m.-12:00 noon National Association of Trade and Industrial Instructors-Vocational Industrial Clubs of America Brunch and Joint Meeting

11:45 a.m.-2:45 p.m. Trade and Industrial Research Council Meeting

12:00 noon-1:30 p.m. National Association of Industrial Technical Teacher Educators Executive Meeting

1:00-3:00 p.m. Iota Lambda Sigma Grand Chapter Meeting

2:00-5:00 p.m. Joint Meeting with Industrial Arts Division and National Association of Industrial Technical Teacher Educators

7:00-9:00 p.m. National Association for Trade and Industrial Education Board Meeting

7:00-9:00 p.m. Iota Lambda Sigma Annual Banquet

Monday, December 8

10:00-12:00 noon NAITTE Editorial Board Meeting

12:00 noon-1:30 p.m. National Association of Industrial Technical Teacher Educators Executive Committee Meeting

2:00-3:30 p.m. National Association of Trade and Industrial Instructors—Vocational Industrial Clubs of America Joint Meeting

2:00-3:30 p.m. Serving the Handicapped Through Vocational Education

2:00-5:00 p.m. Trends in Automotive Instruction

3:30-5:00 p.m. National Association for Trade and Industrial Education General Session and Business Meeting

3:30-5:00 p.m. Teacher Performance and the Evaluation of Local Programs

7:00-9:00 p.m. Policy Committee Meeting

Tuesday, December 9

7:00-8:30 a.m. Breakfast, jointly sponsored by Trade and Industrial and Industrial Arts Divisions and National Association of Industrial Technical Teacher Educators

9:00-11:00 a.m. Business Meeting

9:00-11:00 a.m. National Association of Industrial Technical Teacher Educators Executive Meeting

2:00-5:00 p.m. Joint Meeting with National Association of Industrial Technical Teacher Educators. Theme: Innovative Approaches to Teacher Preparation

2:00-5:00 p.m. Trade and Industrial Education in California Community Colleges

5:00-7:00 p.m. National Association of Trade and Industrial Instructors Executive Board Meeting

National Association of State Directors of Vocational Education

Saturday, December 6

9:00-10:00 a.m. First General Session—Role Call of States. Theme: What Vocational Education Should Be Doing in Research

12:15 Lunch—Executive Board

2:00-5:00 p.m. Second General Session—North Carolina State Presentations; Reports of Special Committees—Election of NASDVE regional representative to the Executive Board

Sunday, December 7

2:00-5:00 p.m. General Session—Joint meeting with vocational education directors of large cities; The Role of State Associations; How to Improve CETA-Vocational Education Coordination

7:00 p.m. Executive Board Dinner

Monday, December 8

8:45-11:45 a.m. Fourth General Session—Theme I:, Relationship and Role of National and State Advisory Councils with States; Theme II: Priority Issues and Problems in Vocational Education

12:00 noon Lunch—Motor Vehicle Manufacturers Association

2:00-5:00 p.m. Business Session (for members only)

4:30 p.m. Meeting of the Executive Board

Special Groups

Arizona State University

Sunday, December 7

7:00-9:00 p.m. Reception

AVA Past Presidents

Saturday, December 6

12:30 p.m. Annual Luncheon

AVA Task Force on Vocational Education in Urban Areas

Monday, December 8

9:00 a.m.-5:00 p.m. General Session. Strategies for Improving Vocational Education in the Nation's Urban Areas; Comprehensive Planning, Federal Legislation, Implications for Urban Areas

AVA Yearbook Authors

Sunday, December 7

7:30-9:00 a.m. Breakfast

California Advisory Council on Vocational Education and Technical Training

Wednesday, December 10

8:00 a.m.-5:00 p.m. Meeting

Center for Vocational Education

Sunday, December 7

11:45 a.m.-1:45 p.m. Luncheon

E.E.A.-SHIP

Friday, December 5

3:00-5:00 p.m. SHIP Officers and Directors

Saturday, December 6

4:00-5:00 p.m. E.E.A.-SHIP General Meeting

Educational Professional Development Act

Friday, December 5

9:00 a.m.-4:00 p.m. General Meeting

6:30-7:30 p.m. Hospitality

Epsilon Pi Tau Board of Directors

December 5-10

8:00 a.m.-10:00 p.m. Meetings

ERIC & RCU Directors

Saturday, December 6

5:00-6:30 p.m. General Meeting

Florida Vocational Association

Wednesday, December 10

7:30 a.m. Breakfast

Georgia Vocational Association

Saturday, December 6

7:30 p.m. Dinner

ANAHEIM
CONVENTION CENTER

Industrial Education Magazine

Saturday, December 6
7:00 p.m. Dinner

Monday, December 8
8:30 a.m. Breakfast

Iowa Vocational Association

Sunday, December 7
7:00 p.m. Dinner

Motor Vehicles Manufacturers Association of the U.S., Inc.

Saturday, December 6
2:00-5:00 p.m. Meeting
7:00-8:00 p.m. Reception
8:00 p.m. Dinner

National Advisory Council on Vocational Education

Monday, December 8
9:00 a.m.-5:00 p.m. Council Meeting

Ohio State University Agricultural Education Alumni

Monday, December 8
12:15-1:30 p.m. Luncheon

Ohio Vocational Association

Tuesday, December 9
7:00-8:30 a.m. Breakfast

Rutgers University Department of Vocational-Technical Education

Sunday, December 7
7:30-10:30 p.m. Reception

School Shop Editorial Advisory Board

Sunday, December 7
8:00 a.m. Breakfast

State Advisory Councils on Vocational Technical Education, State Boards of Vocational Education and Local Boards of Vocational Education

Sunday, December 7
2:00-5:00 p.m. General Meeting

Monday, December 8
9:00-11:30 a.m. General Meeting
2:00-5:00 p.m. General Meeting

State Association Officers

Saturday, December 6
7:00-9:00 p.m. Reception

Sunday, December 7
10:00-11:30 a.m. A Conversation with Mr. Burkett
2:00-5:00 p.m. Legislative Seminar

Monday, December 8
2:00-5:00 p.m. Mini-Sessions with a variety of topics

Texas A&M University

Monday, December 8
5:30-7:00 p.m. Reception

Texas Vocational Technical Association

Saturday, December 6
7:30 a.m. Continental Breakfast

Tuesday, December 9
5:30 p.m. Membership Caucus

University of Wisconsin-Stout

Saturday, December 6
5:00-7:00 p.m. Reception

Utah Vocational Association

Wednesday, December 10
7:00 a.m. Breakfast

Vocational Administrators of Pennsylvania

Sunday, December 7
7:30 p.m. Dinner

Writers' Workshop

Sunday, December 7
2:00-5:00 p.m. How to get Published

Program Chairpersons

Divisions

Administration: Dave Berryman, Director, Vocational, Technical and Industrial Education, Springfield Public School System, 815 N. Sherman, Springfield, Mo. 65802.

Agriculture Education: Don E. Wilson, State Department of Education, 413 State Education Building, 721 Capitol Mall, Sacramento, Calif. 95814.

Business and Office: Anne Schatz, P.O. Box 233, Logan Utah 84321.

Distributive Education: Lorraine T. Furtado, Business and Distributive Education, California State College, 9001 Stockdale Highway, Bakersfield, Calif. 93309.

Guidance: Glen Rask, Division of Vocational Education, Colorado State University, Fort Collins, Colo. 80521.

Health Occupations Education: Pauline Anderson, Division of Health Sciences, Pasadena City College, Pasadena, Calif. 91106.

Home Economics: Clio S. Reinwald, Department of Education, Home Economics Education, 1535 West Jefferson, Phoenix, Ariz. 85007.

Industrial Arts: Kenneth Phillips, Chairman, Industrial Studies Department, California State University Los Angeles, 5151 State University Drive, Los Angeles, Calif. 90032.

Manpower: Wallace Thoemke, Program Director, MDT/CETA, Client Services Division, Box 248, Olympia, Wash. 98501.

New and Related Services: Robert Kerwood, Division of Career and Vocational Education, Department of Education, 1535 West Jefferson, Phoenix, Ariz. 85007; *Personnel Development Section:* Charles Jones, Personnel Development Coordinator, Marshall University, Box 545, Huntington, West Va. 25701; *Research Section:* Robert Warmbrod, Department of Vocational Education, Ohio State University, Columbus, Ohio 43210; *Special Needs Section:* Theodore J. Gershon (Co-chairman), Burlington County Voc-Tech Schools, Woodland Road, Mt. Holly, N.J. 08060, and Dave Backman (Co-chairman), Oregon Board of Education, 942 Lancaster Drive, N.E., Salem, Ore. 97310; *Vocational Instructional Materials:* Linda Glosson, Home Economics Department, Texas Tech University, Lubbock, Texas 79409.

Technical Education: Jack Salley, Dean of Instruction, Midlands Technical College, Post Office Drawer Q, Columbia, S.C. 29250.

Trade and Industrial, Lee W. Ralston, 2112 Linnington Avenue, Los Angeles, Calif. 90025.

Exhibits Schedule

Architectural, educational, and commercial exhibits will be displayed in the Anaheim Convention Center. Exhibits will open at 12 noon on Saturday, December 6, immediately following the Opening General Session. Participants are invited to visit the exhibits at their convenience during the following hours: Saturday, December 6, 12 noon-5:00 p.m.; Sunday, December 7, 12 noon-5:00 p.m.; Monday, December 8, 9:00 a.m.-5:00 p.m.; and Tuesday, December 9, 9:00 a.m.-1:00 p.m.

E.E.A.-SHIP

During the AVA Convention in Anaheim, participants are urged to stop by the Educational Exhibitors Association-SHIP (E.E.A.-SHIP) booths Nos. 741 and 743. It is through the efforts of E.E.A.-SHIP members that AVA has been able to maintain the highest exhibit standards in attracting a wide variety of commercial exhibits and in sponsoring worthwhile activities during the convention. The AVA is most grateful to E.E.A.-SHIP for its continued efforts and support.

Activities for Spouses

Saturday, December 6
8:30 a.m. Get Acquainted Coffee
1:30-5:00 p.m. Knott's Berry Farm Tour

Sunday, December 7
All Day Family Fun Day at Disneyland Park

Monday, December 8
9:00 a.m.-3:00 p.m. Universal Studios/Farmers Market; Visit the world's largest movie studios
10:00 a.m.-3:00 p.m. Lion Country Safari/Shopping

Tuesday, December 9
9:00 a.m.-3:00 p.m. Queen Mary/Ports O'Call Village
10:00 a.m.-3:00 p.m. Lion Country Safari/Shopping
(All AVA tours for spouses will depart from the Anaheim Convention Center, South Lobby Entrance)

PANEL PRESENTATION

MONDAY, NOVEMBER 8, 1976
4:15 - 6:00 P.M. — ROOM 100
HOUSTON ASTROHALL

OFFICE OF EDUCATION DISCRETIONARY PROGRAMS IN THE

1. BUREAU OF OCCUPATIONAL AND ADULT EDUCATION
2. BUREAU OF EDUCATION FOR THE HANDICAPPED
3. THE WOMEN'S PROGRAM
4. EDUCATION AND WORK GROUP, NATIONAL INSTITUTE OF EDUCATION

1. *Panel members will discuss their own programs supported by the Office of Education, their funding levels, guidelines, priorities, closing dates, and procedures for application.*
2. *Relationship of these programs to Career Education will be emphasized*
3. *Panel will conclude with discussion and review of the characteristics of good proposals, the techniques, guidelines, and research involved in reviewing proposals, and the applicability of proposal writing skills toward other funding resources in the Office of Education.*
4. *Handouts describing many other funded programs in the Office of Education will be disseminated.*

PANEL MEMBERS

Dr. William C. Young, Chairman
Assistant to the Deputy Commissioner
Bureau of Occupational and Adult Education

Dr. JoAnn M. Steiger, Representing
National Advisory Council on Women's
Educational Programs

Mr. Mel Appell, Specialist
Research Projects Branch
Bureau of Education for the Handicapped

Ms. Martha Bokee, Project Officer
Division of Personnel Preparation
Bureau of Education for the Handicapped

FREE ADMISSION TO ALL CONFERENCE PARTICIPANTS

NO TICKET REQUIRED

COMMISSIONER'S NATIONAL CONFERENCE ON CAREER EDUCATION

Houston, Texas, November 7-10, 1976

Conference Evaluation Form

Your Home State:________________________

The conference staff will appreciate your assistance in evaluating the conference. Please circle the number that best represents your opinion on each of the six questions. Additional comments may be written below or on the back of this sheet concerning how well the conference achieved its Basic Goals.

How Well Were the Three Basic Goals of the Conference Met:

			RATING		
	1	2	3	4	5
1. *"To provide an opportunity for Career Education practitioners to share with and learn from each other."*	*Not Accomplished*				*Completely Accomplished*
2. *"To provide decisionmakers, both within and outside of education, with an opportunity to examine the Career Education concept and assess its viability as a vehicle for reform of the total system of American education."*	*Not Accomplished*				*Completely Accomplished*
3. *"To re-kindle a national recognition of and dedication to the concept of work both as an individual and as a societal need in this, our Bicentennial year."*	*Not Accomplished*				*Completely Accomplished*

In Addition:

	1	2	3	4	5
4. *How relevant was the conference in meeting my personal needs?*	*Poor*				*Excellent*
5. *My attitude toward Career Education has________ as a result of this Conference.*	*Declined*		*Not Changed*		*Improved*
6. *This Conference was organized and conducted in a(n)______ manner.*	*Poor*				*Excellent*

Which category do you represent? Mark one.

☐ 1. Public School Education
☐ 2. Private School
☐ 3. College-University
☐ 4. Business/Industry
☐ 5. Organized Labor
☐ 6. Government
☐ 7. The Professions
☐ 8. Service Organizations
☐ 9. Other

THE EDUCATION COOPERATIVE

C/O MEMORIAL SCHOOL, ELIOT STREET, SOUTH NATICK, MASSACHUSETTS 01760
TELEPHONES 617-653-4300 or 617-237-3028

Diane
Jean
Rich
Greg

WHERE ARE WE GOING IN CAREER EDUCATION IN MASSACHUSETTS?

Sponsored by: The Education Cooperative
Wayne Barnes and Karen Carmean, Career Coordinators

AGENDA

		CLASSROOM BUILDING
8:00 - 8:30	Registration and coffee in Student Center	
8:30	Introduction - Roger W. Ritch, Executive Director, The Education Cooperative	
9:00 - 10:30	Workshop Session I	
	1. Massachusetts Perspectives on Career Education, Martin Martinian, Greater Boston Regional Education Center, Education Specialist	ROOM 400
	5. Model Activities in Eliminating Sex Stereotyping Barbara Reinhold, Chairperson, Pupil Personnel Services, Brookline High School	ROOM 409
	8. Model of Industry/Education Cooperation Harold Resnick, Professor - Boston University, Department of Career Education Debbie Barr, Tri-Lateral for Quality Education, Occupational Education Coordinator	ROOM 411
	10. Models of Interdisciplinary Career Education at the Junior High Level Robert Wolley, English Teacher, Rockland Jr. High Robert Levine, Principal, Rockland Junior High William Gittes, Department of Education, Old Sturbridge Village	ROOM 410
	14. Helping Students Decide About College and Careers Ed Feder, Institute for Governmental Services	ROOM 408
10:30 - 12:00	Workshop Session II	
	5. Model Activities in Eliminating Sex Stereotyping Barbara Reinhold, Chairperson, Pupil Personnel Services, Brookline High School	ROOM 409
	6. Validity and Use of Labor-Market Projections Edwin C. Gooding, Federal Reserve Bank	ROOM 400
	10. Models of Interdisciplinary Career Education at the Junior High Level Robert Wolley, English Teacher, Rockland Jr. High Robert Levine, Principal Rockland Junior High William Gittes, Department of Education, Old Sturbridge Village	ROOM 410

CLASSROOM BUILDING

13. Using the Community as a Resource
Cathy Hopkins, Coordinator of Career Education,
Worcester Public Schools
Betty Valltos, Community Based Learning Program
Cambridge Public Schools
ROOM 41

14. Helping Students Decide About College and Careers
Ed Feder, Institute for Governmental Services
ROOM 408

12:00 - 1:00 LUNCH, Student Center

1:00 - 2:30 Workshop Session III in Classroom Building

2. Obtaining Funds for Career Education
Paul Stimpson, Institute for Community Services
Worcester State College
ROOM 41

3. Evaluating Career Education Programs
Jack Rogers, Educational Consultant
ROOM 408

7. Infusing Career Education into the Academic Curriculum
Karen Carmean, Junior High Career Coordinator and
Career Resource Specialist, The Education Coop.
ROOM 40

9. Helping Students to Develop Life-Long Educational Plans
Catherine Solmssen, Career Counselor, Career
Services Office, Wellesley College
ROOM 40

13. Using the Community as a Resource

Cathy Hopkins, Coordinator of Career Education,
Worcester Public Schools
Betty Valltos, Community Based Learning Program
Cambridge Public Schools
ROOM 41

2:30 - 4:00

2. Obtaining Funds for Career Education
Paul Stimpson, Institute for Community Services
Worcester State College
ROOM 41

3. Evaluating Career Education Programs
Jack Rogers, Educational Consultant
ROOM 40

4. Getting Teachers into the Community
Jackie Sowers and Nadine Rodwin, Project WITS
Massachusetts Institute of Technology
Pat Leonard, Career Education Coordinator, Wellesley
Public Schools
ROOM 41

7. Infusing Career Education into the Academic Curriculum
Wayne Barnes, Career Education Coordinator, The
Education Cooperative
ROOM 40

9. Helping Students to Develop Life-Long Educational
Plans -- Catherine Solmssen, Wellesley College
ROOM 40

8:30 - 4:00 ON-GOING DISPLAYS
ROOM 4
Mass. Occupational Information System (MOIS)
Paula Davison
Curriculum Resource Materials
Con[illegible]e Malloy, TEC

ATTACHMENT 4C

8th ANNUAL CONFERENCE
INTERNATIONAL CONGRESS FOR INDIVIDUALIZED INSTRUCTION

PROGRAM

Wednesday, November 17,1976

2:00 P.M.	Board Meeting - Hancock Room
4:00 - 8:00 P.M.	Registration - Messanine
7:00 - 9:00 P.M.	Social Hour (Cash Bar) Hancock Room

Thursday, November 18, 1976

8:00 - 11:00 A.M.	Registration - Messanine
9:00 - 5:00	Exhibits - Georgian Room
9:00 - 9:30	Opening Session - Dr. Sarah Short President, ICII - Georgian Room Welcome - Rev. J. Donald Monan, S.J. President, Boston College
9:30 - 10:30	Key-Note Address - Georgian Room Dr. Thomas F. Jones Vice President for Research Massachusetts Institute of Technology "What the Future Holds in Individualizing"
10:30 - 11:00	Coffee Break - Exhibit Area Georgian Room
11:00 - 12:00	Concurrent Paper Sessions Schedule of Papers Enclosed With Abstracts Films for Novices - Parlors D and E (See Attached List)
12:30 - 2:00	Luncheon - Stanley Nelson, Presiding Ballroom West Speaker - Dr. Alan J. Brainard Associate Professor of Chemical Engineering and Director, Freshman Engineering Program, Universit of Pittsburgh "Overcoming Your Blocks to Creativity"

ATTACHMENT 10

Analysis of Instructional Strategies for Teaching Basic Skills

November 29-30, 1976
Chicago, Illinois
Sheraton Plaza

The concern for improving student achievement in the basic skills has been very visible in many communities during the past few years. This, along with increasingly limited school resources, has resulted in the "basics" being a major emphasis of the accountability movement. It has also compelled some school districts to place basic skill development highest among their instructional priorities. Some alternative "fundamental" schools have been started in an effort to demonstrate that by focusing on basic skills they can produce greater growth in acheivement than typical schools can. This institute will critique a variety of different instructional strategies and programs which are being employed to improve student acheivement in basic skills. As these strategies are examined an attempt will be made to ascertain what approaches are most effective and why.

Sunday, November 28, 1976

6.00-7:00 p.m.	No-host social hour and get acquainted session

Monday, November 29, 1976

8:00-9.00 a.m.	Registration
9.00-10:15 a.m.	"An Analysis of Reading Achievement in the United States," ROGER FARR, Assistant Dean, School of Education, Indiana University, Bloomington
10.15-10:30 a.m.	Coffee Break
10:30-12 noon	"Reading: A Synthesis of the Research," THOMAS STICHT, Associate Director for Basic Skills, National Institute of Education, Washington, D.C.
12:00-1:30 p.m.	Lunch
1:30-3:00 p.m.	Panel discussion on individualized approaches to reading instruction. Moderator: PHILIP HOSFORD, Professor of Education, New Mexico State University, Las Cruces. "The Mastery Learning Concept," JAMES BLOCK, Associate Professor of Education, University of California, Santa Barbara; "Wisconsin Design for Reading (IGE)," MELVA KLIEST, Reading Specialist and Coordinator, Weyauwega-Freemont Area Schools, Weyauwega, Wisconsin; "Individually Prescribed Instruction (IPI)," LEONARD COPLEIN, Superintendent, Haddon Township Public Schools, Westmont, New Jersey. Reactor: GRAHAM DOWN, Executive Director, Council for Basic Education, Washington, D.C.
3:15-4:45 p.m.	Small group discussions with BLOCK, KLEIST, and COPLEIN

Tuesday, November 30, 1976

9:00-10:00 a.m.	Resume small group discussions with BLOCK, KLEIST, and COPLEIN
10.00-10:15 a.m.	Coffee Break
10.15-12 noon	"Five Characteristics of Effective Reading Programs in the United States: A Research Report," GITA WILDER, Research Associate, Educational Testing Service, Princeton, New Jersey
12:00-1:30 p.m.	Lunch
1.30-3.00 p.m.	"Promising Instructional Strategies for Improving Mathematics Education," VINCENT GLENNON, Director of Mathematics Education Center, University of Connecticut, Storrs
3.00-3.15 p.m.	Break
3.15-4:30 p.m.	"Instructional Strategy Issues in Teaching the Basics," PHILIP HOSFORD, Professor of Education, New Mexico State University, Las Cruces

NATIONAL CURRICULUM STUDY INSTITUTE
of the
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

ASCD

Executive Director

This certificate is presented to

Gregory N. Martin

as evidence of completion of ASCD's National Curriculm Study Institute on

"Analyzing Strategies for Teaching Basic Skills"

Presented this 30th day of November 19 76

Geneva Gay
Institute Director

THE NATIONAL SYMPOSIUM FOR PROFESSIONALS IN EVALUATION AND RESEARCH

A Phi Delta Kappa
Project

Directed by William J. Gephart
and Robert B. Ingle

ANNOUNCING NSPER: 77

The Introductory Evaluation Course

Given the demand for evaluation of educational programs, products, and personnel, all educators need a basic understanding of the evaluation process and evaluative techniques. In response to that need many universities and colleges are creating a course on evaluation. At the same time there is: (1) much debate about the nature of the evaluation process; (2) a scarcity of proven instructional materials; and (3) great diversity about instructional procedures to be used. These confusions complicate the task of designing an *Introductory Evaluation Course*.

NSPER: 77 focuses on the *Introductory Evaluation Course* in five ways: (1) the goals of the course; (2) the content to be presented/covered; (3) the materials available for the instructional task; (4) procedures to be followed; and (5) evaluation strategies. Each of the NSPER sessions will start with a panel of evaluators who will discuss the topic, "What every educator should know about evaluation!" Presentations by individuals recognized as leaders in the preparation of evaluators and discussions and critiques by the NSPER participants will detail the course objectives, content, materials, procedures, and evaluation. Specifically, the OBJECTIVES FOR NSPER: 77 are:

1. Participants will be exposed to, discuss, and critique presentations which delineate:
   a. What practicing evaluators believe all educators should know about evaluation.
   b. The goals, content, materials, methods, and evaluation for an *Introductory Evaluation Course*.
2. Participants will use each other as resources through the exchange of information on problems associated with the development and conduct of an *Introductory Evaluation Course*.
3. NSPER: 77 staff will assemble a comprehensive course outline based on the proceedings in the three NSPER: 77 sessions.

Hopefully, some of the participants will conduct systematic evaluations of the course presented in the comprehensive course outline. Results of such evaluations, if carried out, will be shared with the NSPER: 77 participants.

NSPER: 77 is designed to serve people who are teaching about evaluation, creating courses on, or conducting evaluations. Public school and state department personnel with responsibilities for evaluation are especially welcome to assure the greatest practical focus in the course outline.

NSPER: 77 consists of three geographically dispersed sessions, each having the same structure and essentially the same content. The speakers on the *Introductory Evaluation Course* will be different in each of the sessions. Participants will receive a report summarizing the three sessions.

WHERE	*WHEN*	*MAJOR SPEAKERS*
Boston, Massachusetts	October 10-12, 1977	Dr. Daniel L. Stufflebeam Western Michigan University
Salt Lake City, Utah	October 31-November 2, 1977	Dr. Lorrie Shepard University of Colorado
New Orleans, Louisiana	November 14-16, 1977	Dr. J. Stanley Ahman Iowa State University

PROGRAM FORMAT

Each of the three NSPER: 77 sessions will follow the schedule shown below.

Sunday Evening	7:00 – 9:00	Registration
Monday	8:30 – 9:00	Registration
	9:00 – 9:15	Welcome and Orientation
	9:15 – 10:15	"What every educator should know about evaluation!" Presentation by a Panel of Practicing Evaluators
	10:15 – 10:45	General Discussion and Questions
	10:45 – 11:00	Break
	11:00 – 12:00	Small Group Discussion – The Objectives of an *Introductory Evaluation Course*
	12:00 – 1:30	Lunch (on your own)
	1:30 – 2:15	Speaker – Objectives
	2:15 – 3:15	Small Group Discussion of Goal Priorities
	3:15 – 3:30	Break
	3:30 – 5:00	Group Prioritizing of Course Goals
	5:00	Recess
Tuesday	8:30 – 9:30	Speaker – Content for an *Introductory Evaluation Course*
	9:30 – 10:00	Questions and Discussion
	10:00 – 10:15	Break
	10:15 – 12:00	Small Group Discussion – Course Content
	12:00 – 1:30	Lunch (on your own)
	1:30 – 2:30	Speaker – Procedures and Materials for the Course
	2:30 – 3:00	Questions and Discussion
	3:00 – 3:15	Break
	3:15 – 5:00	Small Group Discussion – Procedures and Materials
	5:00	Recess
Wednesday	9:00 – 10:30	Small Group Reports, Questions, and Discussion
	10:30 – 10:45	Break
	10:45 – 11:00	Conference Wrap-up – (NSPER Co-Directors)
	11:00	Adjourn

A registration fee of $35.00 for administrative costs will be paid by each participant. A deposit of $20.00 will be required with the application; the remainder will be paid at the time of registration during the session attended. NSPER is an invitational symposium. Applicants not invited to attend will have their deposit refunded in full.

Please inform your colleagues of this announcement. In particular, call it to the attention of people who are: (1) professors of research and evaluation; and (2) evaluation specialists.

Enclosed are application forms. Feel free to duplicate and distribute them to individuals who may be interested in participating in NSPER: 77 – *The Introductory Evaluation Course*.

DEADLINE FOR APPLICATIONS – The deadline for receiving applications is September 23, 1977 – send your application early. If you have an interest in *The Introductory Evaluation Course* start planning now to attend one of the NSPER: 77 sessions. Applicants will be notified of their selection as participants by September 30, 1977.

APGA Counselor Development
PRE-CONVENTION
WORKSHOPS—'78

Copy 1, Ctt

ES: SHERATON-PARK AND SHOREHAM-AMERICANA
TELS (Sheraton Park Hotel will be the Registration Center
ll workshops)

NTINUING EDUCATION UNITS: All participants in
e Workshops will receive Continuing Education Units.
tinuing Education Units (CEUs) are nationally recognized
which you earn for participating in qualified continuing
cation programs. Similar to credits which allow you to carry
ce work from one school to another, CEUs make it
sible to document non-credit work completed. Recorded
permanent transcript which may be transmitted only with
authorization, CEUs may be used as evidence of
eased performance capabilities and for job advancement.
CEU is awarded for 10 contact hours of such participa-

SA COUNSELOR DEVELOPMENT WORKSHOP
TIFICATE: Those persons successfully completing
workshop will be awarded a "Certificate of Participa-
by APGA to designate their commitment toward upgrad-
eir professional skills and knowledge.

DEDUCTION FOR EDUCATIONAL EXPENSES:
ury regulation 1.162-5 permits an income tax deduction
ucational expenses (registration fees and cost of travel,
and lodging) undertaken to: (1) maintain or improve
required in one's employment or other trade or busi-
or (2) meet express requirements of an employer or a
nposed as a condition to retention of employment, job
or rate of compensation.

24

ONAL CREDIT WORKSHOPS: Fees for optional
are in addition to the regular workshop fees and are
le to the granting Institution. Registration will take place
the opening session of the scheduled workshop(s).

2-DAY WORKSHOPS

Life Career Development System Facilitator Training Workshop—1.2 CEUs

Garry R. Walz and Libby Benjamin
Saturday/Sunday, March 18-19, 1978—8:30 a.m.-4:00 p.m.—1st day/9:00 a.m.-4:00 p.m.—2nd day

The goals of this workshop are to acquaint participants with the LCDS, which is a 60-hour, comprehensive, sequential program for life career development, designed to increase personal empowerment for more effective life coping; and to help participants acquire and/or enhance their facilitation skills. The LCDS modules provide integrated coverage of the significant areas of life career development. Workshop participants become certified as LCDS facilitators, qualified to use the System with clients. (Limited to 50 participants)

MANY WORKSHOPS WILL HAVE LIMITED ENROLLMENT SO MAKE YOUR RESERVATION EARLY!

The workshop Registration Desk will be located in the SHERATON-PARK HOTEL. Registration Packets will be available at the Registration Desk beginning at 7:45 a.m. each day. Please check workshops Locator Board for exact location of your workshop.

APGA Student Members: Student members of APGA are entitled to a $5.00 Discount on workshop registration fees.

REFUND POLICY: Request for refund of registration fees will be honored when requests are received in writing at APGA Headquarters and postmarked ten (10) days prior to the scheduled workshop.

CANCELLATION POLICY: In the event that APGA cancels any workshop(s) all pre-registered participants will be notified by mail and all registration fees will be returned.

Schedule of Fees

FEES:	Members	Non-Members
1 Day Workshop	$30.00	$ 50.00
2 Day Workshop	$50.00	$ 75.00
3 Day Workshop	$75.00	$100.00

HOUSING: Registered participants will be responsible for making individual housing reservations. Please note that no meal functions are planned in conjunction with the workshops.

- -

Registration Form

NOTE: Please make all checks payable to APGA Workshops and send to:
Workshop Coordinator, 1607 New Hampshire Avenue, N.W.,
Washington, D.C. 20009. Attn. Mrs. M. M. Keys
Please register me for the following workshop:

Title of Workshop ____________________

Date(s) ____________________

NAME ____________________

APGA Membership Number or S.S.N. ____________________

ADDRESS ____________________
(Street Address)

625

CITY/STATE ____________________

TELEPHONE (Area Code) ____________________

All registrations must be accompanied by check or Purchase Order. Registrations should be received at least ten (10) days

About the Faculty...

Arlene Fink and Jacqueline Kosecoff direct the Los Angeles office of Steiger, Fink & Kosecoff, Inc., a research and development firm with broad experience in conducting evaluations and training evaluators for education and health programs.

Dr. Arlene Fink is on the faculty of the School of Medicine at the University of California, Los Angeles, where she is an advisor to the Robert Wood Johnson Foundation's Clinical Scholars Program and a member of the senior research staff of the Health Services Research Center. She has directed many evaluations, including studies for the Experimental Medical Care Review Organizations and the California Preschool Program.

Dr. Jacqueline Kosecoff has directed major evaluation studies for the National Institutes of Health and the National Endowment for the Humanities. While on the faculty of the Center for the Study of Evaluation, she was director of the research group on criterion-referenced measurement and criterion-referenced testing and the evaluation services and training unit. Dr. Kosecoff is a member of the faculty of the UCLA School of Medicine where she teaches courses in evaluation and research methodology.

Together they have conducted evaluations for the National Center for Health Services Research, the National Institute of Education, the University of Southern California Medical Center, the National Science Foundation, the UCLA School of Medicine, the U.S. Office of Education, the RAND Corporation, and the American Institutes for Research.

Your Course Materials:

Each registrant will receive copies of *An Evaluation Primer* and *Practical Exercises for Educators*, by Arlene Fink, Ph.D., and Jacqueline Kosecoff, Ph.D. The *Primer* is a fully integrated text, a "how-to-do-it" guide which presents every element of the evaluation process, from formulating credible evaluation questions to reporting information. It is full of examples of effective solutions to evaluation problems drawn from the real-world experiences of the authors. The book synthesizes diverse ideas and methodologies from all areas in which evaluations are performed and presents the reader with a step-by-step procedure for evaluating a wide variety of social programs and activities.

Practical Exercises provides workshop attenders with opportunities to actually perform evaluation activities. This field-tested workbook contains twenty exercises with answers keyed to each chapter in the text. Using this invaluable aid, you will practice the techniques learned during your two days at the workshop.

Some of the Topics to Be Covered

1. **How to Develop Meaningful Evaluation Questions:** E obtaining information that will help improve education pro appraise effectiveness
   - Evaluator's Program Description: How to set goals and
   - How to Formulate Evaluation Questions
2. **How to Design Evaluation Studies:** How participants a and grouped for evaluation purposes
   - Sampling Procedures
   - Design Strategies
   - Internal and External Validity
3. **How to Prepare for Information Collection Activities:** Wh uator needs to know to select information collection instru
   - Techniques used to collect information
   - How to select, adapt, or develop the exact instruments for formation collection technique
   - How to prepare information collection documents
4. **How to Collect Evaluation Information:** How to valid ments and train and supervise information collectors
   - Hiring and training information collectors
   - Pilot testing information collection activities
   - How to obtain clearance; how to inform participants; how activities
5. **How to Plan and Conduct Information Analysis Activitie** tical steps in analyzing and synthesizing collected data to pr swers to evaluation questions
6. **How to Report Evaluation Information:** Preparing report easily understood and used
   - What to include in evaluation reports
   - How to write the evaluation summary
7. **How to Manage an Evaluation:** Marshaling time, people a to accomplish your goals
   - Establishing schedules
   - Assigning staff to activities
   - Budgeting
   - Evaluation proposals and contracts
8. **Applying the Techniques of Evaluation:** Some example evaluation techniques can be applied to programs such as
   - Education of Disadvantaged Children
   - Vocational Education
   - Bilingual Education
   - Special Education
9. **Individual Consultation on Questions and Problems**

Early Registration Encouraged: Hotels for this series of wo shops have reserved rooms for participants at special rates; require that room reservations be made at least two weeks b fore programs or rooms will be released to other customers. ter that time, reservations will be accepted on a space ava able basis until the day of the workshop. A postage-pa reservation card will be mailed to you along with worksh registration confirmation. Card should be mailed directly to t hotel. If you telephone for hotel reservations, be sure to me tion you are attending the Capitol Publications workshop to r ceive the special rate.

How to Register

Fill in organization name and address, and names of individual registrants, on registration form. Be sure to mention in a few words the kind of education program or programs you are interested in evaluating. Registration fee covering attendance, refreshment breaks, luncheons, supplies and copies of *An Evaluation Primer* and *Practical Exercises for Educators* is $225 per person. There is a discount of $25 per person for organizations registering three or more persons. NOTE: Registration fee does NOT cover accommodations. Return completed form with check for total amount (or deposit of $75 per person, or institutional purchase order) made payable to:

Capitol Publications, Inc., ADDEV Division
Suite G-12
2430 Pennsylvania Avenue N.W.
Washington, D.C. 20037

Payment is required by first day of workshop. If other payment arrangements are necessary, they must be made in advance of workshop. Payment made before first day of workshop is fully refundable or can be applied to a future workshop.

Telephone registrations will be accepted up to the day before a workshop on a space available basis. Registrants will receive invoice and confirmation notice immediately. For more information, telephone John Ekberg at (202)452-1600 between 9:00 a.m. and 5:00 p.m. eastern time.

/hy Should You Attend
his Workshop?

If you are an education planner, or an administrator of an el-
mentary or secondary education program, sooner or later you
ust come to grips with the basic questions: Is your program
oing what it's supposed to? Is the money that's being spent
ccomplishing anything? These are questions you should be
sking *yourself*, and they are questions being asked by your
ate education department and by HEW. Do you know how to
nswer them?

The Evaluation workshop is an intensive learning experi-
nce designed to help school system administrators in the
sic process of determining whether specific programs are
chieving their goals. As a compact, practical introductory
ourse it will lead you step-by-step through the critical proce-
res involved in planning and conducting program
aluations.

You will actually perform exercises that stress practical prob-
m solving: You will design an evaluator's program descrip-
n, write evaluation questions for a program, select an evalu-
on design, complete information collection documents,
ect appropriate data and information analysis methods,
entify problems in a hiring and training plan, play the role of an
aluation consultant, and much more.

You will learn in a comfortable setting, away from home and
ice, in a workshop led by experienced teachers and practi-
ners, people who understand your needs and are ready to
p you solve your problems. So, if you are new to the some-
es confusing world of evaluation, this workshop will start you
the right direction. The rest is up to you.

/ashington, D.C.
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Announcing:

Evaluating Education Programs

A Two-day Introductory Workshop in the Basic Techniques for Determining Program Effectiveness

Washington, D.C.

April 24—25

San Francisco

May 11—12

Capitol Publications, Inc.

REGISTRATION FORM: EDUCATION EVALUATION WORKSHOP
APRIL — MAY, 1978

☐ Full payment of $_____ enclosed.
☒ Deposit of $ 75.00 enclosed.
Balance of $ 150.00 will be paid
on or before workshop date.
Purchase order enclosed.
☐ This confirms a phone registration.

1 2 3 4 5 6 7 8 9 10 11

Registrant Name(s) & Job Title(s):
Jean M. Conlin
Title Mgr. of Administrative Support
Title

What education program are you interested in evaluating?
Career Education programs for regular & handicapped populations

Organization Name & Address:
Institute for Career Research
1399 Washington Street
Hanover Md Zip 02339
Phone 617-826-8361

Workshop location desired:
☑ Wash. D.C. April 24-25 ☐ San Francisco May 11-12